DOCUMENT RESUME

ED 321 507 EC 231 828

TITLE	Preventive Discipline and Behavior Management Practices. Super Search Reprint No. 572.
INSTITUTION	Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Aug 89
CONTRACT	RI88062007
NOTE	112p.
AVAILABLE FROM	Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C572, $22.50 nonmembers; $18.00 members).
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; Educational Practices; Elementary Secondary Education; Prevention; Student Behavior
IDENTIFIERS	*Behavior Management

ABSTRACT

A paper by Christine Cheney, titled "Preventive Discipline through Effective Classroom Management," introduces the issue of preventive discipline and behavior management practices. Following the reprinted paper, 149 citations from the ECER (Exceptional Child Education Resources) database and the ERIC (Educational Resources Information Center) database are presented. These citations contain bibliographic information, indexing information, and an abstract of the document when available. Four basic types of references are included: journal articles, documents available from the ERIC system, commercially published materials, and doctoral dissertations. (JDD)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

MAKING SENSE OUT OF YOU

Please read the following general information before begi

WHAT INFORMATION IS PROVIDED?

The enclosed printout of abstracts is the result of a computer search of Exceptional Child Education Resources (ECER) and/or the ERIC data bases.

Each reference contains three sections: bibliographic information, indexing information, and an abstract of the document. (NOTE: Journal article citations from the ERIC database, those with an EJ number, may have no abstract or only a brief annotation.)

(1) The bibliographic section provides:

- a. Document identification or order number (ED, EJ, or EC)
- b. Publication date
- c. Author
- d. Title
- e. Source or publisher
- f. Availability (most documents are not available from the Clearinghouse or CEC)

(2) Descriptors and identifiers indicate the subject matter contained in the document.

(3) The abstract provides an overview of document contents. Sample abstracts are enclosed to clarify the various parts of a citation.

R COMPUTER SEARCH

nning your research.

HOW DO YOU LOCATE ACTUAL COPIES OF JOURNAL ARTICLES, DOCUMENTS, AND PRODUCTS LISTED IN YOUR SEARCH?

CEC Information Services/ERIC Clearinghouse on Handicapped and Gifted Children does not provide copies of any of the documents or articles in your search except those published by CEC.

Four basic types of references will appear in your search:

(1) Journal articles
(2) Documents available from the ERIC system
(3) Commercially published materials
(4) Doctoral dissertations

Journal Articles

Copies of journal articles can usually be obtained from one or more of these sources:

a. The periodical collection of a library
b. The journal publisher (see CEC Information Services Journal Collection list enclosed for addresses of publishers)
c. University Microfilms International or other article reprint services

A reprint service is now available from University Microfilms International (UMI) for many of the journals cited in your search. A note may appear in the citation that a reprint is available from UMI; if not, check the CEC Information Services Journal Collection List enclosed, the journal list in the front of a recent issue of Current Index to Journals in Education (CIJE), or call UMI. Check the latest issue of CIJE for current UMI prices. Articles are reproduced to approximately original size, to a maximum of 8½ x 11 inches. All material on a page is copied, including advertising. Line drawings such as maps, tables, or illustrations are reproduced with close approximation to the originals. Photographs do not reproduce as well, but arrangements can be made for special high-quality reproduction on photographic paper.

The scheduled turnaround time is three days, and the price includes postage via first class mail.

Please include author, title of article, name of journal, volume, issue number, and date for each article required.

Send to: Article Copy Service - CIJE
University Microfilms International
300 N. Zeeb Road
Ann Arbor, MI 48106
800/521-0600

ERIC Documents

ERIC documents will have an ED number (ED followed by six digits) in the first line of the citation. Many of these documents are part of the ERIC Microfiche Collection. There are over 600 libraries in the U.S. which subscribe to the ERIC Microfiche Collection. In these libraries you can see and often make copies of these documents (for a minimal fee). If you would like to know the location of the ERIC Microfiche Collection nearest you, you can call CEC/ERIC at 703/620-3660.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS). You can use the order form enclosed to order these documents. (NOTE: The EDRS prices quoted in the citation may be out of date. Use the current EDRS order form enclosed to compute the correct price based on the number of pages of the document.)

To find out if a document is available from EDRS, check the first line of the citation for an ERIC Document number (an ED followed by six digits). Occasionally you will see ED followed by an abbreviation for a month and the letters RIE (e.g., EDJUNRIE). This indicates that the ED number was not available when the abstract was produced, but the document will be available from EDRS. Next to the EDRS you may also find one of these notations:

Not available - This document is not available from EDRS. Check the citation for another source of availability.

MF; PC - The document is available from EDRS in either a microfiche or paper copy format.

MF - The document is only available on microfiche.

Commercially Published Materials

Citations of commercially published materials (books, films, cassettes, training packages, and other materials) will include the publisher's name and address and a price (whenever possible). If you cannot find these materials in a library or resource center, they can be purchased from the publisher.

Doctoral Dissertations

Copies of doctoral dissertations may be purchased from University Microfilms International. The address for ordering, order number, and prices are provided in the citations.

If you have any questions about your computer search, you are welcome to call CEC/ERIC at 703/620-3660.

SAMPLE ABSTRACTS

ERIC Document

ERIC accession number (Use this number when ordering microfiche or paper copies.)

Clearinghouse accession number

Number of pages (Use this figure to compute cost of document from EDRS.)

ED166873 EC113364

Title → PROJECT S.P.I.C.E.: SPECIAL PARTNERSHIP IN CAREER EDUCATION. CAREER/EDUCATIONAL AWARENESS TEACHING MODULE.

Author(s) → EMERSON, DEBBY H., AND OTHERS

Institution(s) → VOLUSIA COUNTY SCHOOLS, DAYTONA BEACH, FLA.

Publication date → SEP 78 132P.; FOR THE FINAL REPORT, THE IMPLEMENTATION GUIDE, AND OTHER MODULES, SEE EC 113 361-368 ← Additional information (such as legibility and related documents)

SPONSORING AGENCY: OFFICE OF CAREER EDUCATION (DHEW/OE), WASHINGTON, D.C.

Bureau No.: 554AH70701

Grant No.: G0077C0050

EDRS MF, PC. indicates document is available in microfiche and paper copy. See price codes chart on EDRS order form. → EDRS PRICE MF01/ PC06 PLUS POSTAGE.

Language: ENGLISH

Geographic Source: U.S./FLORIDA

THE CAREER/EDUCATIONAL AWARENESS TEACHING MODULE IS ONE OF A SERIES OF SIX MODULES PREPARED BY PROJECT SPICE (SPECIAL PARTNERSHIP IN CAREER EDUCATION) AS A MEANS OF PROVIDING CAREER AWARENESS INFORMATION TO EDUCABLE MENTALLY HANDICAPPED STUDENTS (AGES 11-TO-13 YEARS). AFTER AN OVERVIEW, A MIDDLE PROFILE IS PROVIDED WHICH CHARTS THE ACTIVITIES AND RESOURCES OR MATERIALS NEEDED. THE OBJECTIVES OF THE MODULE ARE TO ENABLE THE STUDENT TO NAME 10 WORKER TITLES, NAME THE SCHOOL SUBJECT MOST NEEDED BY EACH, NAME THE LEVEL OF EDUCATION REQUIRED FOR EACH FROM A LIST OF 10 WORKER TITLES, NAME THREE JOBS WHICH NEED THE MOST EDUCATION/TRAINING FROM A LIST OF 10 WORKER TITLES, AND NAME THREE JOBS WHICH NEED THE LEAST EDUCATION/TRAINING FROM THE SAME LIST. APPENDED ARE STUDENT RESOURCE MATERIALS. ALSO INCLUDED IS THE PROJECT SPICE ACTIVITY BOOK, WHICH WAS DESIGNED TO REINFORCE STUDENTS LEARNING. (PHR) ← Abstractor's initials

Summary

Descriptors: ACTIVITY UNITS/ *CAREER AWARENESS/ *CAREER EDUCATION/ CURRICULUM/ *EDUCABLE MENTALLY HANDICAPPED/ *LEARNING MODULES/ *RESOURCE MATERIALS/ SECONDARY EDUCATION/ TEACHING GUIDES/ TEACHING METHODS

Identifiers: *PROJECT SPICE/ *SPECIAL PARTNERSHIP IN CAREER EDUCATION

Identifiers—Indexing terms not included in the *Thesaurus of ERIC Descriptors*

Descriptors—Indexing terms from the *Thesaurus of ERIC Descriptors* (Asterisks indicate major concepts.)

*Note: EDRS MF indicates microfiche reproduction only.

(over)

Commercially Published Material

Clearinghouse accession number

EC104089

Title → School Stress and Anxiety: Theory, Research and Intervention.

Author(s) → PHILLIPS, BEEMAN N.

Publication date → 1978- 165P. ← Number of pages

Publisher → HUMAN SCIENCES PRESS, 72 FIFTH AVE., NEW YORK, NY 10011

Price → ($9.95).

EDRS: NOT AVAILABLE

Indicates book is not available from the ERIC Document Reproduction Service.

Journal Article

Clearinghouse accession number

EC102984

Title → Teacher Identification of Elementary School Children with Hearing Loss.

Author(s) → NODAR, RICHARD H.

Journal title, volume, date, and pagination → LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; V9 N1 P24-28 JAN 1978; 1978-JAN 5P.

EDRS: NOT AVAILABLE

Indicates journal is not available from the ERIC Document Reproduction Service.

CEC Information Services Journal Collection

The CED Information Services regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER). Some of these articles are indexed and submitted for announcement in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current, January 1988).

***ACEHI Journal**, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

#***Academic Therapy**, 28 Commercial Blvd., Novato CA 94927

#***American Annals of the Deaf**, 814 Thayer Ave., Silver Spring, MD 20910

#**American Education**, Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402

American Journal of Art Therapy, Vermont College of Norwich University, Montpelier VT 05602

#***American Journal of Mental Retardation**, 1719 Kalorama Rd., NW, Washington DC 20009

American Journal of Occupational Therapy, 6000 Executive Boulevard, Suit 200, Rockville MD 20852

#***Analysis and Intervention in Developmental Disabilities**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523 (Incorporated in **Research in Developmental Disabilities**)

#***Annals of Dyslexia**, The Orton Dyslexia Society, 742 York Rd., Baltimore MD 21204 (Formerly Bulletin of the Orton Society)

Archives of Disease in Childhood, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria VA 22304

Arts in Psychotherapy, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville NY 13066

ASHA, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville MD 20852

Assignment Children (Les Cannets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Williams & Wilkins, 428 E. Preston St., Baltimore MD 21202

#***Australia and New Zealand Journal of Developmental Disabilities**, P.O. Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

***B.C. Journal of Special Education**, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

#***Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington IN 47401

#***British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

***Canadian Journal for Exceptional Children**, Publication Services, 4-116 Education North, Faculty of Education, University of Alberta, Alberta, Canada T6G 2G5

Canadian Journal of Special Education, University of British Columbia, 2125 Main Hall, Vancouver B.C. Canada V6T 1Z5

#***Career Development for Exceptional Individuals**, Division on Career Development, Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington IN 47401

***Child Abuse and Neglect, The International Journal**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523

Child and Family Behavior Therapy, Haworth Press, 149 Fifth Ave., New York NY 10010

Child: Care, Health and Development, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL England

#**Child Care Quarterly**, Human Sciences Press, 72 Fifth Ave., New York NY 10011

Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

#**Child Welfare**, 67 Irving Place, New York NY 10003

Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford NY 10523

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati OH 45236

Deaf American, 5125 Radnor Road, Indianapolis IN 46226

Developmental Medicine and Child Neurology, J.B. Lippincott Co., East Washington Sq., Philadelphia PA 19105

#***Diagnostique**, Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus OH 43210

Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton MA 01748

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Darien CT 06820

#***Education and Training in Mental Retardation**, 1920 Association Drive, Reston VA 22091

***Education and Treatment of Children** (Formerly SALT), Pressley Ridge School, 530 Marshall Ave., Pittsburgh PA 15214

#***Education of the Visually Handicapped**, Heldref Publications, 4000 Albemarle St., N.W., Washington DC 20016

#**Educational Horizons**, Pi Lambda Theta, 4101 E. Third St., Box A 850, Bloomington, IN 47402

Electronic Learning, Scholastic Inc., 730 Broadway, New York NY 10003-9538

***Exceptional Child** (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

#***Exceptional Children**, 1920 Association Drive, Reston VA 22091

#***Exceptional Parent**, Psy Ed Corporation, Box 4944, Manchester NH 03108

#***Focus on Exceptional Children**, 6635 East Villanova Place, Denver CO 80222

#***The Gifted Child Today** (GCT), Box 55564, Mobile AL 36606

#***Gifted Child Quarterly**, 217 Gregory Dr., Hot Springs AR 71901

***Gifted Education International**, AB Academic Publishers, P.O. Box 97, Berkhamsted, Herts HP4 2PX, England

***International Journal of Rehabilitation Research**, G. Schindele Verlag, Rheinstrasse 5D, 7512 Rheinstetten 3 West Germany

***JASH** (Journal of the Association for People with Severe Handicaps), (formerly **AAESPH Review**), 7010 Roosevelt Way, N.E., Seattle WA 98115

#***Journal for the Education of the Gifted**, Bulletin of The Assn. for the Gifted, Wayne State University, 5959 Woodward, Detroit, MI 48202

Journal for Vocational Special Needs Education, Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana PA 15705

Journal of Abnormal Child Psychology, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

Journal of the American Academy of Child Psychiatry, 92 A Yale Station, New Haven, CT 06520

***Journal of Applied Behavior Analysis**, University of Kansas, Lawrence KS 66044

Journal of Applied Rehabilitation Counseling, National Rehabilitation Counseling Association, 1522 K St. N.W., Washington DC 20005

Journal of Autism & Childhood Schizophrenia (See Journal of Autism & Developmental Disorders)

***Journal of Autism & Developmental Disorders**, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

#**Journal of Career Education**, 111 Education Bldg., University of Missouri-Columbia, Columbia MO 65211

***Journal of Childhood Communication Disorders**, Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

* journals monitored for CIJE

#COPIES OF JOURNAL ARTICLES AVAILABLE
FROM UMI

Journal of Clinical Child Psychology, American Psychological Assn., Child Study Center, 1100 NE 13th St., Oklahoma City, OK 73117

***Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York NY 10014

***Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo NY 14222 #

***Journal of the Division for Early Childhood**, The Nissonger Center, Ohio State Univ., 1580 Cannon Dr., Columbus OH 43210

Journal of Educational Research, 4000 Albemarle St., N.W., Suite 504, Washington DC 20016

Journal of General Psychology, Journal Press, 2 Commercial St., Provincetown MA 02567

Journal of Genetic Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

Journal of Head Trauma Rehabilitation, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick MD 21701

***Journal of Learning Disabilities**, 11 E. Adams St., Chicago IL 60611

Journal of Music Therapy, Box 610, Lawrence KS 66044

Journal of Negro Education, Howard University, Washington DC 20001 #

Journal of Pediatric Psychology, Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis MO 63141

Journal of Physical Education, Recreation and Dance, American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Dr., Reston VA 22091 #

***Journal of Reading, Writing, & Learning Disabilities, International**, Hemisphere Publishing Corporation, 79 Madison Ave., New York NY 10016-7892

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring MD 20910

Journal of Social Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

***Journal of Special Education**, Pro-Ed, 5341 Industrial Oaks Blvd, Austin, TX 78735

***Journal of Special Education Technology**, Peabody College, Box 328, Vanderbilt University, Nashville TN 37203 #

***Journal of Speech & Hearing Disorders**, 10801 Rockville Pike, Rockville MD 20852 #

***Journal of Speech & Hearing Research**, 10801 Rockville Pike, Rockville MD 20852 #

***Journal of Visual Impairment and Blindness** (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16th St., New York NY 10011 #

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

***Language Speech & Hearing Services in Schools**, 10801 Rockville Pike, Rockville MD 20852 #

***Learning Disabilities Focus**, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

***Learning Disabilities Research**, Division of Learning Disabilities, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

***Learning Disability Quarterly**, Council for Learning Disabilities, P.O. Box 40303, Overland Pk KS 66204 #

***Learning Disability Quarterly**, Council for Learning Disabilities, University of Louisville, Louisville KY 40292 #

***Mental Retardation**, 1719 Kalorama Rd. NW, Washington DC 20009 #

Mental Retardation Systems, % Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Road, Lenox MA 01240

Music Educators Journal, Music Educators Assoc., 1902 Association Dr., Reston VA 22091 #

Nerum Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

NASSP Bulletin, 1904 Association Drive, Reston VA 22091 #

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatrics, PO Box 1034, Evanston IL 60204

***Perspectives for Teachers of the Hearing Impaired**, Gallaudet College, Precollege Programs, 800 Florida Ave. N.E., Washington DC 20002

Phi Delta Kappan, 8th & Union Streets, Bloomington IL 47401 #

Physical Therapy, 1156 15th Street NW, Washington DC 20005

***Pointer**, Heldref Publications, 4000 Albemarle St. NW, Suite 302, Washington DC 20016

Principal, 1801 North Moore Street, Arlington VA 22209 #

Psychology in the Schools, 4 Conant Square, Brandon VT 05733 #

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York NY 10010

***Remedial and Special Education (RASE)**, PRO-ED, 5341 Industrial Oaks Blvd., Austin TX 78735 (Incorporating **Exceptional Education Quarterly**, **Journal for Special Educators**, and **Topics in Learning and Learning Disabilities**) #

Research in Developmental Disabilities (combines **Analysis & Intervention in Developmental Disabilities** and **Applied Research in Mental Retardation**), Pergamon Press, Fairview Park, Elmsford, NY 10523

Research Quarterly for Exercise & Sport, American Alliance for Health, Physical Education, Recreation & Dance, 1900 Association Dr., Reston VA 22091 #

***Roeper Review**, Roeper City & Country School, 2190 N. Woodward Avenue, Bloomfield Hills MI 48013 #

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago IL 60611

School Psychology Review, 300 Education Bldg., Kent State University, Kent OH 44242 #

Sharing Our Caring, Caring, P.O. Box 400, Milton WA 98354

Slow Learning Child, See **Exceptional Child**

Social Work, 49 Sheridan Avenue, Albany NY 12210 #

Special Education: Forward Trends, see **British Journal of Special Education**

Special Education in Canada, see **Canadian Journal for Exceptional Children**

Special Services in the Schools, The Haworth Press, Inc., 75 Griswold St., Binghamton NY 13904

Teacher of the Deaf, 50 Topsham Road Exeter EX24NF, England

***Teacher Education and Special Education**, Special Press, Suite 2107, 11230 West Ave., San Antonio TX 78213 #

***TEACHING Exceptional Children**, 1920 Association Drive, Reston VA 22091 #

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

***Topics in Early Childhood and Special Education**, Pro-Ed, 5341 Industrial Oaks Blvd., Austin TX 78735

***Topics in Language Disorders**, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg MD 20877 #

Training Quarterly on Developmental Disabilities (formerly **Training Quarterly on Mental Retardation**), Temple University Woodhaven Center, 2900 Southampton Rd., Philadelphia PA 19154

***Volta Review**, 3417 Volta Place NW, Washington DC 20007 #

ERIC **EDRS**

DOCUMENT REPRODUCTION SERVICE

3900 WHEELER AVE ALEXANDRIA, VA 22304-6409 1-800-227-3742
OPERATED BY
COMPUTER MICROFILM CORP.
703-823-0500

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- **Order by 6 digit ED number**
- **Enter unit price**
- **Specify either Microfiche (MF) or Paper Copy (PC)**
- **Include shipping charges**

ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	EXTENDED UNIT PRICE
		MF	PC		
TOTAL NO. OF PAGES		☒	☒	SUBTOTAL	
				VA RESIDENTS ADD 4.5% SALES TAX	
				SHIPPING CHARGES	
				TOTAL COST	

UNIT PRICE SCHEDULE

MICROFICHE (MF)

NUMBER FICHE EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MFO1	$.85
Each Additional microfiche (additional 96 pages)		.17

PAPER COPY (PC)

NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 25	PCO1	$2.00
Each additional 25 pages		$2.00

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR

1-7 Microfiche ONLY	8-19 Microfiche ONLY	20-30 Microfiche ONLY	31-42 Microfiche ONLY	43-54 Microfiche ONLY	55-67 Microfiche ONLY	68-80 Microfiche ONLY
$0.25	$0.45	$0.65	$0.85	$1.05	$1.25	$1.45

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY

1 lb.	2 lbs.	3 lbs.	4 lbs.	5 lbs	6 lbs.	7 lbs.	8 to 10 lbs.
81-160 MF or 1-75 PC PAGES	161-330 MF or 76-150 PC PAGES	331-500 MF or 151-225 PC PAGES	501-670 MF or 226-300 PC PAGES	671-840 MF or 301-375 PC PAGES	841-1010 MF or 376-450 PC PAGES	1011-1180 MF or 451-525 PC PAGES	1181-1690 MF 526-750 PC PAGES
Not to Exceed $2.10	Not to Exceed $2.60	Not to Exceed $3.05	Not to Exceed $3.46	Not to Exceed $3.79	Not to Exceed $4.04	Not to Exceed $4.32	Not to Exceed $4.74-$5.58

NOTE—Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MASTERCARD or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

WE HONOR BOTH

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)

☐ MasterCard ☐ VISA

Account Number ______________________ Expiration Date __________

Signature ______________________

☐ Deposit Account Number ______________________

Signature ______________________

ENTER "SHIP TO" ADDRESS ______________________

____

____

____

CALL TOLL FREE 1-800-227-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK

You can now FAX your orders 24 hours a day by dialing 703-823-0505 (Toll Call)

EFFECTIVE FEBRUARY 6, 1989

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research & Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CMC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CMC's control and without negligence on the part of CMC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OR MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMC.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with CMC to pay any invoice when due or to accept any shipment as ordered, CMC, may without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CMC in exercising any right hereunder shall waive any rights of CMC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $250.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.091 per microfiche. If you prefer a silver halide film base the cost is $0.185 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,600.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education (RIE)** since 1966 are available on microfiche at a unit price of $0.085 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986 collections are furnished on a Diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information write or call Toll Free 1-800-227-ERIC (3742).

SPECIAL COLLECTIONS

Special collections of early (1956 to 1969) Office of Education Reports are also available from EDRS. These are: Office of Education Research Reports 1956-65; Pacesetters in Innovation, Fiscal Year 1966; Pacesetters in Innovation, Fiscal Year 1967; Pacesetters in Innovation, Fiscal Year 1968; Selected Documents on the Disadvantaged; Selected Documents on Higher Education; Manpower Research, Inventory for Fiscal Year 1966 and 1967; Manpower Research, Inventory for Fiscal Year 1968; Manpower Research, Inventory for Fiscal Year 1969. Please write or call for prices and shipping charges.

AIM/ARM MICROFICHE COLLECTIONS

Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE COLLECTIONS

Back collections of, or standing order subscriptions for current collections of, microfiche of individual ERIC Clearinghouses are available. Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE PUBLICATIONS

The ERIC Clearinghouses analyze and synthesize the literature of education into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest and many similar documents designed to meet the information needs of ERIC users. Prices include shipping (except for foreign shipment).

1975 - 1977	$140.68	1980	$ 48.70	1983	$ 32.46	1986	$ 42.41
1978	$ 54.11	1981	$ 48.70	1984	$ 37.87		
1979	$ 46.70	1982	$ 48.70	1985	$ 37.87		

Preventive Discipline Through Effective Classroom Management

Christine O. Cheney
University of Nevada, Reno

CEC Preconvention Training
"Exploring the Theory/Practice
Link in Special Education"

April 3, 1989

San Francisco, California

PREVENTIVE DISCIPLINE THROUGH EFFECTIVE CLASSROOM MANAGEMENT

Christine O. Cheney
University of Nevada, Reno

The American public and teachers agree that student behavior problems are among the most serious concerns facing our schools, according to the 1984 Gallup Poll of the Public's Attitudes Toward Public Education. In considering discipline problems, what often come to mind are serious behaviors such as fighting, defiance, or open confrontation with the teacher. Yet, research has indicated that such events happen rarely. The vast majority of student misbehavior-- 90% or more-- consists of inappropriate talking and being out of seat (Jones, 1979). Such "minor" behavior problems take up an inordinate amount of teacher time and may interrupt intructional progress for the entire class.

While some students have serious emotional or behavior problems which require specific, systematic interventions, many of the problems which may plague regular or special education teachers can be prevented through effective classroom management. This paper, produced as part of the Council for Exceptional Children's Preconvention Training, "Exploring the Theory/Practice Link in Special Education," focuses on how to prevent discipline problems in both regular and special education settings through the effective use of three key elements:

I. Organizational management of classroom elements

II. Anticipation and re-direction of student behavior

III. Positive, encouraging interactions with students

ORGANIZATIONAL MANAGEMENT OF CLASSROOM ELEMENTS

Many of the activities that teachers engage in prior to the start of school can contribute to preventing behavior problems. These include the PHYSICAL ARRANGEMENT of the classroom, developing a CONSISTENT SCHEDULE of activities, and devising PROCEDURES to handle classroom routines. Another activity which contributes to a well-ordered classroom is best done soon after the students arrive for the first day of school-- developing RULES FOR CLASSROOM BEHAVIOR. Each of these activities will be discussed below.

The Physical Arrangement of the Classroom--

The typical American classroom is a square or rectangular room with hard surfaces, uncomfortable furniture, inadequate ventilation or temperature control, and poor acoustics. Into this room are placed up to 30 students and one or more adults. It is the teacher's job to make this environment comfortable, pleasant, and efficient. Most teachers work very hard in making their classrooms comfortable and pleasant for the students-- a great deal of time is spent on bulletin boards, reading corners, plant tables and the hamster habitat. Equally important, however, is the job of making the physical environment of the classroom work EFFICIENTLY.

What is likely to happen in the following situations?

- Becky has been assigned the first coat hook inside the door. Because of the placement of the bookshelves, no one else can get into the room until she has finished hanging up her coat.
- Randy has to ask Jane to scoot in her chair in order for him to go to the pencil sharpener or the drinking fountain.

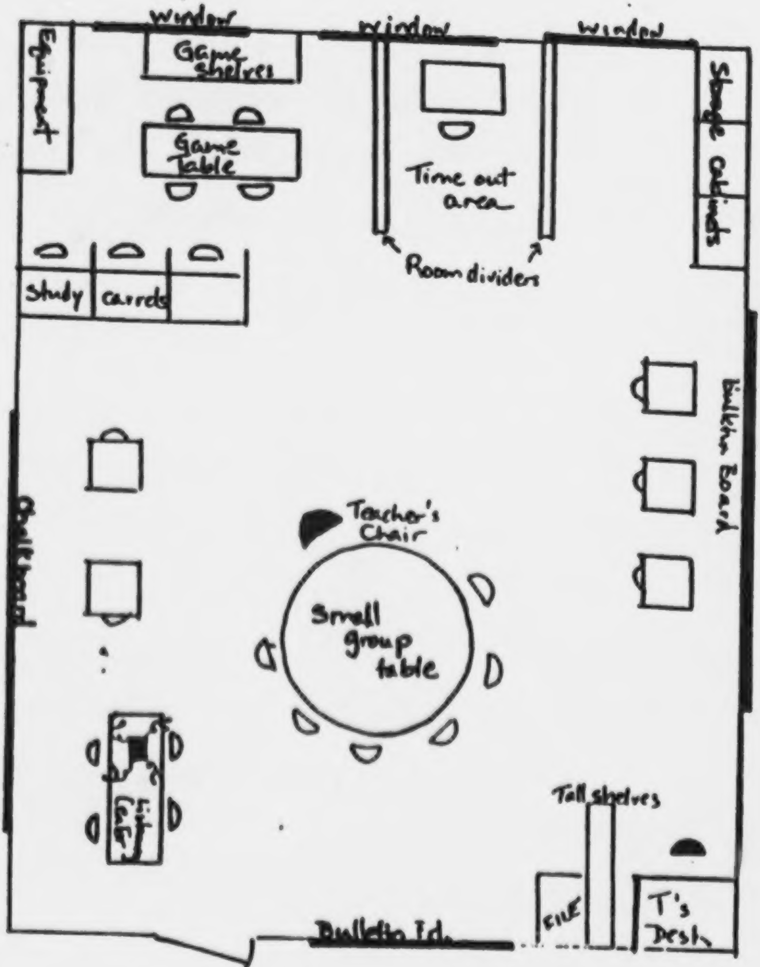
It is easy to imagine how the arrangements of these classrooms can contribute to behavior problems.

Look at the two classroom diagrams on the next page? Identify at least three potential problems with the arrangements of each of these rooms.

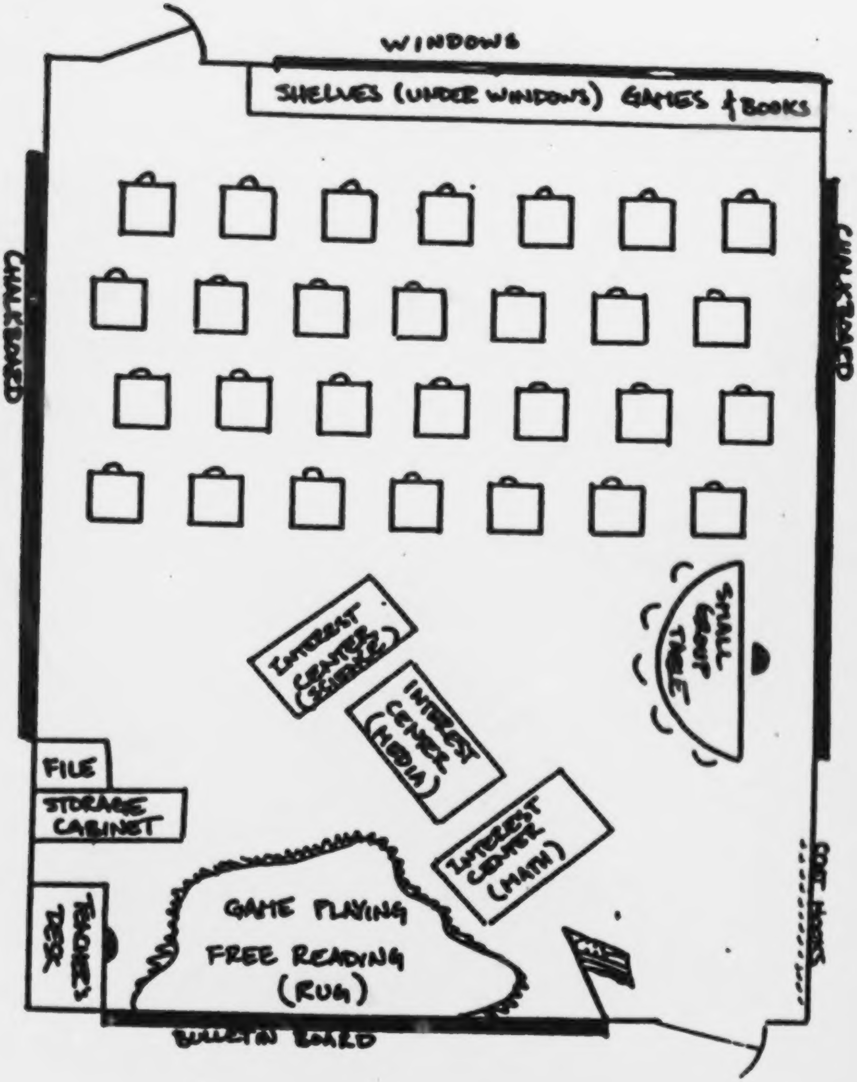
SECOND GRADE CLASSROOM	RESOURCE ROOM

These diagrams portray extreme problems in arrangement: You may have identified other problems. There are some general "rules of thumb," however, to consider in setting up the physical environment of your classroom:

1. The arrangement of student desks should reflect the type of learning activities that will occur. For example, if you group five desks together the students can engage in a cooperative learning activity. However, if after arranging the room in this manner you expect completely independent work with no talking, you are increasing the likelihood of inappropriate behavior.
2. No area should be completely obscured from view by the teacher. All teaching areas-- the front of the room, the small group table, the teacher's desk-- should have a clear view of the entire room.
3. "Traffic patterns" to heavily-used areas of the room should allow for easy movement from all student desks. Such areas include the doors, trash can, pencil sharpener, bathrooms, paper turn-in baskets, etc.


window
window
window
Equipment
Game shelves
Game Table
Time out area
Room dividers
Storage cabinets
Study carrels
Bulletin Board
Chalkboard
Teacher's Chair
Small group table
Listening Center
Tall shelves
FILE
T's Desk
Bulletin Bd.

Resource Room


WINDOWS
SHELVES (UNDER WINDOWS) GAMES & BOOKS
CHALKBOARD
CHALKBOARD
SMALL GROUP TABLE
INTEREST CENTER (SCIENCE)
INTEREST CENTER (MEDIA)
INTEREST CENTER (MATH)
FILE
STORAGE CABINET
TEACHER'S DESK
GAME PLAYING
FREE READING
(RUG)
COAT HOOKS
BULLETIN BOARD

Second Grade Room

4. Items should be stored near where they will be used.
    a. Frequently-used items should be easy to get to.
    b. Art and science activities should be planned near the sink.
    c. Equipment should be stored with extension cords and as near to fixtures as possible.
5. Areas requiring different behaviors should be clearly marked. For example, a quiet book corner could be indicated by a throw rug; a noisier game area could be marked off with masking tape. High-noise and low-noise areas should be far apart.

Consistent Scheduling of Activities--

The daily schedule of classroom activities can be used to facilitate appropriate, on-task behavior. Teachers vary in the order in which they prefer to present classroom events. A general guideline, however, is that activities requiring quiet concentration should occur when the students are fresh. Those requiring action and movement can be scheduled when the students are more tired. Favorite activities (art, music, computer, story time, etc.) can be scheduled after more demanding lessons (reading, spelling, math, etc.) in order to add interest and variety to the day and to "reward" students for their efforts. This can also help procrastinators with reminders like, "we will sing the song we have been practicing as soon as everyone has put away the math materials."

Activities should be scheduled predictably, although they can vary from day to day. Students soon learn to anticipate what a "typical" Monday is like and come to expect it. Most teachers soon learn that behavior problems can be exaggerated by unpredictable events-- fire drills, unexpected announcements or visitors, extreme weather conditions, etc. Students seem to function better when they know what to expect. Effective teachers plan predictable schedules and, when possible, prepare students in advance for potentially disruptive events.

Specific times during the day may require extra planning: the first activity of the morning, the last activity before the end of school, the activities following recess, lunch, or P.E. What you plan for these times can enable you to proceed smoothly into the next lessons. Often students will need reminders and transitional activities in order to get into the "mind set" for the subject or lesson. Examples of these transitional activities include a lining quietly up at the door so the teacher can give a direction for entering, a short period of silent reading, darkening the room somewhat and having students rest briefly at their desks, a puzzle or problem on the chalkboard that they solve as soon as they enter, writing in a personal journal.

Monday mornings and Friday afternoons may also require special planning. Students may come to school on Monday full of excitement or, occasionally, concern about their weekend. Attention may need to be given to these events in order to have a productive morning. Group sharing and/or a quiet, personal moment with the teacher may help the transition into the day's learning activities. By the same token, on Friday students may be excited or may dread the upcoming weekend. Activities involving talking, movement, and laughter can channel energy in a constructive direction.

Procedures to Handle Classroom Routines--

Orchestrating the movements of a group of students through even the best planned schedule in a beautifully arranged room takes a great deal of planning. A lack of planned procedures for handling routine classroom events can lead to student confusion and/or specific behavior problems. The list of classroom events that require procedures is long and varies with the classroom situation, school routines, and teacher preferences. Among the areas that may need specific routines are the following-- you are probably able to think of others:

- Entering and leaving the classroom
- Use of restrooms
- Use of drinking fountains
- Use of pencil sharpener
- Cues or signals for students to get teacher attention
- Cues or signals for teacher to get student attention
- Talk among students
- Out-of-seat policies
- What to do when seat work is finished
- Passing out and collecting materials
- Turning in assignments
- Housekeeping chores and student monitors
- Use of designated materials and/or areas of the room
- Use and storage of personal belongings
- ______________________________
- ______________________________

The procedures developed to deal with these routine events need to be thoroughly taught early in the year. Time spent in identifying, explaining, modeling, and practicing these procedures is time gained for efficient instruction throughout the rest of the year.

Rules for Classroom Behavior--

In addition to procedures to handle routine classroom events, general rules for student behavior also need to be established. For the purposes of this paper, rules are distinct from procedures in two ways: (1) they are always in effect, not just during specific occurrences, and (2) they are determined by the students in collaboration with the teacher.

Allowing students to determine classroom rules, with teacher guidance, helps them to develop a sense of competence and belonging. The rules are not arbitrary guidelines set by the teacher but are "our" rules that are clearly understood and agreed to. When it is necessary to discuss behavior with students, you may avoid a power struggle by reminding the students of their role in composing the class rules.

Guidelines for developing class rules include the following-- you may have others to add:

1. Rules should be stated in POSITIVE language whenever possible.
2. Rules should be easily MEMORIZED; therefore, they should be FEW IN NUMBER (five or less).
3. Rules should be clearly UNDERSTOOD by all students. If a student breaks a rule, s/he should be asked to state it.
4. Rules should be developed through DISCUSSION and CONSENSUS-- all agree, not just the majority.
5. Rules may be CHANGED, but only after discussion and consensus agreement.
6. Rules should be clearly POSTED in the room.
7. ____
8. ____

ANTICIPATION & RE-DIRECTION OF STUDENT BEHAVIOR

A second major key in the prevention of behavior problems is the ability of the teacher to anticipate circumstances that may lead to misbehavior and re-direct students before the problem becomes serious. Anticipation and re-direction can occur in three ways: through LESSON PLANNING and DELIVERY; through the use of specific TEACHER BEHAVIORS; and through knowledge of INDIVIDUAL STUDENT BEHAVIOR PATTERNS.

Lesson Planning and Delivery--

Effectively planned and delivered lessons may be the single most important factor in the prevention of behavior problems. Students seldom misbehave when they are involved in lessons at the correct skill level, are actively involved with the lesson, and are experiencing high levels of success.

By studying what happened in 80 elementary classrooms, Jacob Kounin (1970) was able to identify specific techniques of group management that were associated with high levels of task involvement and minimal student misbehavior. Kounin's findings do not suggest specific strategies to deal with individual discipline problems; rather they are lesson management techniques that contribute to overall classroom success. Kounin developed some rather creative terms to describe the techniques he observed effective teachers use. Among them are the following:

WITHITNESS-- Being aware of what is happening in all parts of the classroom at all times, and demonstrating this knowledge to the students. Methods of demonstrating withitness include (1) intervening in cases of student misbehavior in a timely manner (i.e., to prevent problems "spreading" to other students), and (2) identifying the correct students to target (i.e., not correcting "minor" players while ignoring the major perpetrators of the misbehavior).

OVERLAPPING-- Being able to deal effectively with two or more matters at the same time. A good example of overlapping occurs when the teacher is working with a small group of students. If a problem arises with a student in another part of the room, is the teacher able to deal with the problem without seriously disrupting the workings of the small group? If so, the teacher is effective at overlapping.

MOMENTUM-- Keeping up a consistent pace with lessons, not allowing dead spots or too much haste. Effective teachers avoid behaviors that slow down lessons such as "overdwelling" or unnecessarily fragmenting lesson subtasks, instructions, or materials. Nagging or lecturing students on misbehavior is another way to slow down the momentum of a lesson.

SMOOTHNESS-- Smooth, efficient lessons as well as transitions from one lesson to another are also important, and effective teachers avoid unnecessary "jerkiness." Jerkiness refers to teacher-initiated behaviors that break the activity flow of the class. For example, a 6th grade teacher is giving a spelling test and notices quite a bit of paper on the floor. She makes the students pick up around their desks and put the paper in the trash before continuing with the spelling test. This was not effective teaching behavior as it disrupted the smooth flow of the lesson. The cleanup could have waited until the completion of the test.

GROUP FOCUSING-- Maximizing involvement of all students in a lesson, even though only one student may be responding at a time. Examples of group focusing include alerting the class with a key question before randomly choosing a student to respond, creating suspense or challenge, keeping students accountable by having all students hold up their answers on slates, having unison responses, and circulating to monitor and check student progress.

The lesson management techniques that Kounin describes develop with effort and experience. Most teachers can recall times when they failed to demonstrate withitness or "lost" the class by overdwelling on a particular subtask. Less experienced teachers are often so concerned with the content of a lesson that they fail to attend to student behavior cues. Nevertheless, Kounin's description of effective group and lesson management gives teachers specific suggestions for anticipating when misbehavior might occur during lessons, and identifies steps teachers can take to prevent problems and maximize student involvement.

Specific Teacher Behaviors--

In addition to the group and lesson management techniques described above, other teacher behaviors can be directed at individual students or groups to re-direct students and prevent minor problems from escalating. These teacher behaviors are neither negative nor "heavy"-- they are neutral, non value-laden ways of preventing discipline problems. These behaviors include TEACHER MOVEMENT and PROXIMITY, INTERFERENCE and SIGNALING, and the use of HUMOR.

1. TEACHER MOVEMENT AND PROXIMITY can be used very positively to re-direct student behavior. Students who are off-task, daydreaming, or playing with personal items at inappropriate times usually get back on-task when the teacher stands next to their desks during the lesson. Such teacher behaviors can occur without disrupting the lesson or drawing unnecessary attention to the student-- the student has not been reprimanded or embarrassed, but s/he has stopped the inappropriate behavior.

The effectiveness of teacher proximity suggests that teachers should move frequently while teaching, rather than stay in the front of the room (Fifer, 1986). This movement not only keeps students engaged and reduces behavior problems, but it allows the teacher to glance at student work and monitor their understanding of what is being taught.

Students who are easily distracted, impulsive, overactive, or day dreamers can be seated so that the teacher is never far away. If the right classroom climate exists (to be discussed in the following section) these children will feel supported and reinforced by such close teacher proximity.

Teachers who are interested in evaluating their own movement patterns can ask a colleague to actually diagram their movements during an instructional period. Such an exercise often illustrates that teachers generally interact with students seated in the front and down the center of the classroom. It is not surprising, therefore, to find that most student misbehavior occurs in areas farthest from the teacher (Fifer, 1986).

2. **INTERFERENCE AND SIGNALING** refers to direct teacher behaviors that communicate "get back on task" to the student in a non-threatening way. Interference can be asking the day dreaming student to read the next paragraph; quietly removing the compass from the student boring the hole in the desk and pointing to the correct math problem; or actually using the name of off-task students as part of the lesson ("Let's say Aaron had six apples and gave June three. . .). As with teacher proximity, the behavior has been corrected, but the lesson has continued and class attention has not shifted to the "problem."

Signals are nonverbal behaviors that re-direct students to the task at hand. Simply making eye contact followed with a shake of the head can be a signal for a student to stop a particular behavior. Some teachers prefer a more systematic signaling procedure such as writing names on the board or using some type of token system. Here is an example:

> Ms. F uses a token system to signal appropriate and inappropriate behavior to her classroom for learning disabled students. Color coded chips are dropped into a large jar throughout the day. Red chips indicate inappropriate behavior of an individual or group; green chips signal desired behavior. When tallied at the end of the day, if the green chips outnumber a red ones by an agreed-on number, the class earns a valued activity or privilege.

Token systems have been criticized by many (e.g., Jones & Jones, 1986), but they can be very effective. In this case, Ms. F's plan was to fade out the system when possible. While the use of the tokens often intruded on lessons and brought attention to a student's misbehavior, Ms. F found that the students began reminding each other of the correct behavior so the group would not earn a red'chip.

Teachers often find it useful to have a signal to gain whole class attention in order to end an activity or make an announcement about class behavior. Such signals can be a bell, dimming the lights, a clapped sequence that the class joins, a raised hand, or something more creative. Whatever signal is used, the class should be instructed in what it is, why it is used, and their expected response to it.

Demonstrating and practicing the use of the signal helps ensure that it will get the desired response when used.

3. **THE USE OF HUMOR** can be a very valuable management tool for the teacher. Humor can reduce tension, lighten the classroom climate, and build rapport. Using humor to laugh at your own mistakes also models this important behavior for students. It is crucial, however, to distinguish humor from sarcasm. Sarcasm is often enjoyed by all the students except the one it is aimed at. It humiliates and has a negative impact on classroom climate. It also models for students a trait they learn very easily-- how to "put down" others.

Try to think of a humorous responses to the following situations. Some could easily lend themselves to a sarcastic remark so be careful--

- Bernice is stumbling over her answer to a question due to her shyness and she is in danger of ridicule by other students.
- Two students are in the back of the room playing tic-tac-toe.
- Jim, a student with CP, just noisily knocked all his books off his desk.

A last note about humor-- it can also be used to deal with direct student confrontation. Since it is such an unexpected teacher response, it may allow the student to "back down" while saving face. The trick, of course, is having the presence of mind to use a humorous response instead of an angry one!

Knowledge of Individual Student Behavior Patterns--

After getting to know the students in the class as individuals, a teacher may begin to identify certain students as easily frustrated, active and impulsive, and/or prone to misbehavior. The perceptive teacher is able to anticipate events or times of the day that may excite or "set off" certain students, and may make specific plans that will help control those occurrences. Consider this example:

> Charles is in 5th grade and has been labeled as having an Attention Deficit Disorder. His teacher has noticed that when coming in from the playground after lunch it is very difficult to get Charles to go to his seat. He wanders around the room, talks to or annoys other students, and cannot seem to get organized for work. The teacher decided to have her students' line up outside the classroom door. There she would tell them that they were to enter the classroom and take a one-page "brain teaser" from the monitor, go quietly to their desks, and attempt to solve the puzzle. Charles was the monitor who handed out the assignment. When that was completed, the teacher would often ask him to perform simple chores for her. After a few minutes, Charles was usually ready to go to his seat and continue with the afternoon's work.

Some children who are more vulnerable to frustration or behavior problems have characteristic ways of acting before they "blow up." Students may tap a pencil or seem restless or agitated. Others may hold their bodies in characteristic ways, bite their fingers, or hit their heads with their hands. These behaviors should serve as signals to assist the student or to re-direct him/her to another type of activity. Kelly is an example of such a student.

> Kelly is 13 and classified as moderately mentally handicapped. Visual-motor tasks are often quite difficult for her, especially when she is tired. When Kelly becomes frustrated with a task she will begin to pull on her hair and mumble, growing more and more agitated. When this behavior has been allowed to escalate, she has become aggressive-- throwing materials and striking out at others. Now that her teacher knows Kelly, however, he monitors her for signs of frustration (especially in the afternoon). If he notices Kelly pulling her hair and becoming agitated, he suggests she take a break and has her complete a less demanding activity. This anticipation and re-direction of Kelly's behavior has resulted in the complete elimination of her aggressive behavior.

Today is Monday, September 5
Welcome, Students!
Mrs. Shook
Z z z
MATH
SPELLING

POSITIVE INTERACTIONS WITH STUDENTS

The third key to preventing discipline problems in the classroom is through positive, encouraging interactions with students. There are many benefits of positive interactions with students-- they promote the development of a warm and safe classroom climate; they model desirable behavior for students; research has linked positive teacher behaviors with fewer student behavior problems-- and all this makes the act of teaching more enjoyable.

Creating a positive, encouraging classroom environment, however, does not mean that all behaviors are acceptable or that students are allowed to indulge their every wish. Positive and encouraging interactions are in no way incompatible with a businesslike classroom with high expectations for student behavior and academic achievement. The keys to establishing a supportive classroom climate include: high levels of student SUCCESS and INVOLVEMENT in classroom activities, the use of ENCOURAGEMENT instead of praise, and NO CRITICISM or demeaning of students when they misbehave or make academic errors.

Student Involvement and Success--

Academic and behavioral success in the classroom and active involvement in learning have tremendous effects on student self-esteem. Simply helping students avoid failure is not enough to enable them to feel good about themselves-- they must also gain a feeling of accomplishment. Attending to the teacher behaviors discussed above-- management of classroom elements and anticipation and re-direction of student behavior-- will go a long way in promoting student success and involvement.

The Use of Encouragement Instead of Praise--

Most teachers feel that students need praise in order to shape their behavior and build their confidence. Observing what happens when Mr. G praises Ron, however, may provide some interesting insights:

> Ron, a 7th grader who seldom finishes any work, was actually writing the answers to the social studies questions in his notebook. Mr. G is so surprised by this unusual behavior that he wants to acknowledge Ron. "Ron, your answers to the social studies questions are really great." Ron looks at the teacher and sneers, "How do you know, did you read them?"' Ron puts away his work and spends the rest of the period with his head down. Sam, who sits near Ron follows Mr. G to the front of the room and asks, "How about my answers, Mr. G? Are they great too?"

Several things happened in this classroom that are common results of praise. One student, Ron, may have felt it was manipulative and insincere. This student was not used to praise and handled it poorly.

Another student, Sam, may have felt slighted because he did not get praise and stopped working to seek teacher attention. He is not secure enough to judge the quality of his own work and is dependent on teacher opinion.

Praise sets the teacher as the standard by which everything is judged. It emphasizes the finished product as opposed to the process used. Praise can be discouraging for those not receiving it. Failure to earn praise is often interpreted as a criticism. Some students are ridiculed by others when their behavior or work is singled out for attention. When students set exceedingly high standards for themselves and fail to meet those standards, even sincere praise can sound like scorn or may convince the student that the teacher does not have very good judgment.

An alternative to praise is **ENCOURAGEMENT**. Encouragement focuses on the effort the child has put into the work-- it emphasizes the problem-solving process over the product. Encouragement may factually describe the students' work or behavior, allowing the students to make their own judgment of the quality. Encouragement recognizes the act, not the actor. Read the following statements and indicate whether they are praise (P) or encouragement (E):

1. ___ What a good girl to clean up your room.

2. ___ I'm so glad that you enjoy learning.

3. ___ Your story is exciting and uses very colorful language.

4. ___ I'm proud of you for learning your multiplication tables.

5. ___ I'm very pleased at your behavior on the field trip.

6. ___ You figured that out all by yourself. Aren't you pleased?

(Answers: 1-P: 2-E: 3-E: 4-P: 5-P: 6-E)

Breaking the praise-giving habit and weaning students off teacher praise are difficult tasks. With effort, however, you can begin using more encouraging statements with your students-- you may find them requiring less of your attention and approval of their work.

Avoiding Criticism & Demeaning Language--

Eventually, every teacher experiences students who fail to meet the class's academic or behavioral standards. Criticizing or demeaning students for these failures, however, is the surest way to undermine a positive classroom climate. Behavioral problems that do arise should be dealt with in a swift and logical manner, making it clear that the behavior is inappropriate. The student, however, should not feel personally diminished or belittled by the teacher's actions. Demeaning teacher behavior invariably leads to lack of student trust and a reduction of academic risk-taking. Students who are unwilling to take academic risks learn very little.

SUMMARY

The focus of this paper has been on the prevention of behavior problems through classroom management. There are many theorists who have written on effective ways of dealing with students who present serious behavior challenges to educators. The intent here, however, was to emphasize what teachers can do to keep many behavior problems from occurring in the first place. The key elements discussed are presented in outline form.

I. Organization of classroom elements

   A. Physical arrangement of the classroom

   B. Consistent scheduling of classroom events

   C. Procedures to handle classroom routines

   D. Rules for classroom behavior

II. Anticipation and re-direction of student behavior

   A. Lesson planning and delivery

   B. Specific teacher behaviors

      1. Movement and proximity

      2. Interference and signaling

      3. Use of humor

   C. Knowledge of individual student behavior patterns

III. Positive interactions with students

   A. Creating involvement and success

   B. The use of encouragement instead of praise

   C. Avoiding criticism and demeaning language

BIBLIOGRAPHY & RECOMMENDED READINGS'

Cangelosi. J.S. (1988). *Classroom management strategies: Gaining and maintaining students' cooperation*. New York: Longman.

Charles, C.M. (1983). *Elementary classroom management*. New York: Longman.

Charles. C.M. (1989). *Building classroom discipline, 3rd edition*. New York: Longman.

Fifer. F.L. (1986). Effective classroom management. *Academic Therapy*. *21*. 401-410.

Froyen, L.A. (1988). *Classroom management: Empowering teacher-leaders*. Columbus, OH: Merrill.

Good, T.L., & Brophy, J.E. (1987). *Looking in classrooms, 4th edition*. New York: Harper & Row.

Jones, F. (1979). The gentle art of classroom discipline. *National Elementary Principal*, (June)

Jones, V.F., & Jones, L.S. (1986). *Comprehensive classroom management: Creating positive learning environments, 2nd edition*. Boston: Allyn & Bacon.

Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt. Rinehart & Winston.

Lemlech. J.K. (1988). *Classroom management: Methods and techniques for elementary and secondary teachers, 2nd edition*

Long, J.D., Frye, V.H., & Long, E.W. (1985). *Making it till Friday: A guide to successful classroom management, 3rd edition*. Princeton, NJ: Princeton Book Co.

DIALOG File 1: ERIC - 66-89/JUN.

EJ377287 CG534516

Theoretical Orientations and Perceived Acceptability of Intervention Strategies Applied to Acting-Out Behavior.

Hall, Cathy W.; Wahrman, Elizabeth

Journal of School Psychology, v26 n2 p195-98 Sum 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJFEB89

Evaluated teachers' acceptability ratings of three types of interventions applied to an acting-out behavior problem, and the relationships among these acceptability scores and self-reported use of those interventions. Teachers rated humanistic and behavioral approaches most acceptable and the pragmatic approach least acceptable. Ratings of behavioral intervention correlated significantly with use of behavioral interventions in the classroom. (Author/KS)

Descriptors: *Behavior Modification; *Behavior Problems; *Classroom Techniques; Counseling Effectiveness; Counseling Techniques; Discipline; Elementary Secondary Education; Generalization; *Humanistic Education; *Intervention; Outcomes of Treatment; *Teacher Attitudes; Teacher Role

EJ370931 SE542350

Discipline in Your Classroom.

Petty, Ray

Science Teacher, v55 n2 p34-35 Feb 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

Journal Announcement: CIJSEP88

Target Audience: Practitioners

Discusses some of the principles of classroom management and discipline that can be used in the classroom. Includes avoiding distracting verbal exchanges, a management system, the use of verbal reprimand, room arrangements and isolation. Concludes that planning and attention to classroom management are worth the effort. (CW)

Descriptors: *Behavior Problems; Classes (Groups of Students); Class Organization; *Classroom Communication; *Classroom Techniques; Discipline; *Discipline Policy; Educational Methods; Science Education; Secondary Education; *Secondary School Science; *Teaching Methods

EJ367262 CS735314

Experienced and Prospective Teachers' Selections of Compliance-Gaining Messages for "Common" Student Misbehaviors.

Kearney, Patricia; And Others

Communication Education, v37 n2 p150-64 Apr 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUL88

Target Audience: Teachers; Practitioners

Indicates the differences between preteachers' and

experienced teachers' cognitive schemes for classroom management. Experienced teachers reported using more pro and antisocial strategies than did prospective teachers. Both relied on antisocial techniques for active misbehaviors and prosocial for passive. (JK)
Descriptors: *Beginning Teachers; *Behavior Problems; *Classroom Techniques; Discipline; Student Behavior; Student Problems; *Teacher Behavior; Teacher Response; Teacher Student Relationship; Teaching Experience
Identifiers: *Behavior Alteration Techniques; *Behavior Management

EJ343523 CG531117
Assessment of Students' Acceptability Ratings of Teacher-Initiated Interventions for Classroom Misbehavior.
Turco, Timothy L.; Elliott, Stephen N.
Journal of School Psychology, v24 n3 p277-83 Fall 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR87
Fifth-, seventh-, and ninth-grade students completed the Children's Intervention Rating Profile (CIRP) in response to eight teacher-initiated intervention methods designed to correct classroom behavior problems. A factorial analysis of variance indicated that students generally are able to differentiate between various methods of improving student classroom behavior. Educational ramifications and future research investigations are discussed. (Author/KS)
Descriptors: *Behavior Problems; *Classroom Techniques; *Discipline; Elementary School Students; Elementary Secondary Education; Intervention; Junior High School Students; *Student Behavior; *Student Evaluation of Teacher Performance
Identifiers: Profile (CIRP)

EJ333988 CG530048
Children's Ratings of the Acceptability of Classroom Interventions for Misbehavior: Findings and Methodological Considerations.
Elliott, Stephen N.
Journal of School Psychology, v24 n1 p23-35 Spr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJAUG86
Children should be involved in decisions about treatment for their own misbehavior, and children can make valid judgments about treatment procedures. Reviews data-based research on children's judgments of the acceptability of classroom interventions. Examines critically three areas of methodology in treatment acceptability research: conceptual, psychometric, and paradigmatic issues. (Author/ABB)

(cont. next page)

Descriptors: *Behavior Problems; *Childhood Attitudes; Children; *Classroom Techniques; *Decision Making; *Discipline; Elementary Education; Methods Research; Student Behavior

EJ331073 CS707024
Prospective Teachers' Use of Behavior Alteration Techniques on Common Student Misbehaviors.
Plax, Timothy G.; And Others
Communication Education, v35 n1 p32-42 Jan 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN86

Investigated use of behavior alteration techniques in managing student misbehaviors. Found that inexperienced teachers are likely to employ the same strategies, regardless of misbehavior type or intensity: (1) appealing to student's self-esteem and (2) feedback. (PD)

Descriptors: *Behavior Problems; *Classroom Communication; *Classroom Techniques; *Communication Research; *Discipline Problems; Elementary Secondary Education; *Student Teachers; Teacher Behavior
Identifiers: *Behavior Alteration Techniques

EJ321415 PS513519
Dealing with Difficult Young Children: Strategies for Teachers and Parents.
Soderman, Anne K.
Young Children, v40 n5 p15-20 Jul 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJNOV85

Reviews current research on the individual temperament of young children and recommends strategies to understand and build upon children's personality strengths. Discusses the influence of adult perceptions and misperceptions on children's personality development. (DT)

Descriptors: *Behavior Problems; Discipline; Individual Differences; *Infants; Parent Attitudes; *Personality Development; *Personality Traits; Physical Activity Level; *Problem Children; Teacher Attitudes; *Young Children

EJ320900 CS731429
Strategies for Preventing Behavioral Incidents in the Nation's Secondary Schools.
Purvis, Johnny; Leonard, Rex
Clearing House, v58 n8 p349-53 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJNOV85

Discusses strategies that can be used to prevent the five

most common behavioral problems in secondary schools: (1) failure to complete assigned work, (2) tardiness, (3) inattentiveness, (4) littering, and (5) failure to bring materials to class. (FL)
  Descriptors: *Administrator Role; *Behavior Problems; *Classroom Techniques; Discipline; *Discipline Policy; Secondary Education; *Student Behavior; *Teacher Role

EJ311102   CE515271
  Theme: Innovative Student Management Strategies.
  Camp, William G.; And Others
  Agricultural Education Magazine, v57 n9 p4-16 Mar 1985
  Available from: UMI
  Language: English
  Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); TEACHING GUIDE (052)
  Journal Announcement: CIJMAY85
  Seven articles discuss such aspects of student management as teacher liability; behavior on field trips; management of special needs students; effects of boredom, immaturity, and personal problems; using an escalation plan; and the 4-F principle--firm, fair, functional, fun. (SK)
  Descriptors: *Behavior Problems; *Classroom Techniques; *Discipline; *Discipline Policy; Field Trips; Legal Responsibility; Teacher Effectiveness
  Identifiers: Special Needs Students

EJ296051   SP513686
  Discipline Revisited: Social Skills Programs and Methods for the Classroom.
  Manuele, Caroline; Cicchelli, Terry
  Contemporary Education, v55 n2 p104-09 Win 1984
  Available from: UMI
  Language: English
  Document Type: PROJECT DESCRIPTION (141)
  Journal Announcement: CIJJUN84
  Social skills training programs offer an effective means of controlling behavior problems in the classroom. Modeling, role-playing, reinforcement, and transfer of training are suggested methods for inducing behavioral change. Several programs to help students control negative behavior are discussed. (DF)
  Descriptors: *Behavior Problems; *Classroom Techniques; Discipline; Elementary Secondary Education; *Interpersonal Competence; Social Behavior; *Social Development; Student Attitudes; Teacher Role

EJ292554   UD510351
  Acceptability of Time Out from Reinforcement Procedures for Disruptive Child Behavior: A Further Analysis.
  Norton, G.R.; And Others
  Child and Family Behavior Therapy, v5 n2 p31-42 Sum 1983

(cont. next page)

Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJAPR84

Forty-eight teachers and 48 parents evaluated the effectiveness and acceptability of five behavioral procedures for reducing disruptive child behavior. Teachers rated all strategies more highly than parents. Reinforcement and isolation and contractual agreement were rated highest. Procedures were rated as more acceptable for 5-year-olds than for 10-year-olds. (CMG)

Descriptors: *Behavior Modification; *Behavior Problems; *Discipline Problems; Elementary Education; Evaluation; Grade 5; Kindergarten; *Parent Attitudes; Parents; *Teacher Attitudes; Teachers

EJ288098 EA516686
A Systematic Approach to Classroom Discipline, Part 1.
Spaulding, Robert L.
Phi Delta Kappan, v65 n1 p48-51 Sep 1983
Available from: UMI
Language: English
Document Type: TEACHING GUIDE (052); RESEARCH REPORT (143)
Journal Announcement: CIJFEB84

Observation of classroom coping behaviors of 1,066 K-12 students and of several hundred effective public school teachers provides discipline strategies for classroom management. Teachers apply one of seven treatment schedules after identifying a student's coping behavior. Tables show eight coping styles and abbreviated treatment schedules. (PB)

Descriptors: Behavioral Objectives; *Behavior Change; *Behavior Problems; *Behavior Rating Scales; *Classroom Techniques; *Contingency Management; Discipline; Elementary Secondary Education; Personality Traits; *Teacher Response

EJ272412 CS727453
Helping the Difficult Child.
Chamberlin, Leslie J.
Clearing House, v56 n3 p109-11 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJAPR83

Sets forth guidelines that teachers can use in dealing with "difficult" students. (FL)

Descriptors: *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Student Teacher Relationship; *Teacher Role

EJ267686 SP511980
The Loving Teacher's Guide to Discipline.
Medick, Jean
Instructor, v92 n2 p66-68,70 Sep 1982
Available from: Reprint: UMI

Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); TEACHING GUIDE (052)
Journal Announcement: CIJDEC82

Student misbehavior problems in the classroom today cover a wide spectrum. Ways to deal with and help hostile-aggressive, passive-aggressive, and withdrawn failure-image students are described. A case study of a teacher's dealing with a hostile student is presented. (CJ)

Descriptors: *Aggression; Behavior Modification; *Behavior Problems; *Classroom Techniques; *Discipline Policy; Elementary Education; *Elementary School Students; Individual Needs; Self Concept; *Student Behavior; Student Motivation

EJ257253 SP511485
Disciplinary Strategies.
Talent, Barbara K.; Busch, Suzanne G.
Today's Education, v71 n1 p38-41 Feb-Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); TEACHING GUIDE (052)
Journal Announcement: CIJMAY82

Practical techniques for the teacher to help the child deal with behavior problems and learn to establish self-control include: (1) positive reinforcement; (2) ignoring unpleasant behavior; and (3) setting realistic short-term goals. Methods for helping the student to develop better work habits and for squelching disruptive behavior are described. (JN)

Descriptors: *Behavior Modification; *Behavior Problems; *Classroom Techniques; *Discipline; *Discipline Problems; Elementary Secondary Education; *Positive Reinforcement; Self Control; Student Behavior

EJ249600 CE511243
Theme: Student Management.
McCracken, J. David; And Others
Agricultural Education Magazine, v54 n3 p4-13 Sep 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJDEC81

Eight theme articles discuss discipline in the classroom, including a definition of student management, ways to recognize and ward off problems, and how to cope. (JOW)

Descriptors: Agricultural Education; *Behavior Problems; *Classroom Environment; *Classroom Techniques; *Discipline Policy; *Discipline Problems; Vocational Education

```
DIALOG File 1: ERIC - 66-89/JUN.

EJ238002   AA532620
  A Flip Side Look at Self-Concept.
  Rhoades, Sylvia L.; Strickland, Ben
  Clearing House, v54 n4 p158-59 Dec  1980
  Available from: Reprint: UMI
  Language: English
  Document  Type: JOURNAL ARTICLE (080); POSITION PAPER (120);
TEACHING GUIDE (052)
  Journal Announcement: CIJMAY81
  The  authors assert that, to promote student self-concept, a
teacher  must  develop  a positive mental image of each child.
They  point  out positive qualities that teachers may look for
and  react  to in four types of "problem" students: the clown,
the bully, the nitpicker, and the doormat. (SJL)
  Descriptors:  *Behavior  Problems;  Classroom  Techniques;
Elementary Secondary Education; *Positive Reinforcement; *Self
Concept; *Student Characteristics; Teacher Attitudes; *Teacher
Response; Teacher Role


EJ233443   AA532288
  Children with Short Fuses.
  Harris, Merril
  Instructor, v90 n4 p52-54 Nov  1980
  Available from: Reprint: UMI
  Language: English
  Document  Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052);
NON-CLASSROOM MATERIAL (055)
  Journal Announcement: CIJMAR81
  This  article  offers  advice  to  the classroom teacher for
dealing  with a child subject to explosive temper tantrums. It
discusses  why  such outbursts may occur; gives a sequence for
controlling  the  tantrum and calming the child; and considers
long-term  methods  for  helping  the  child  curb  anger  and
aggression. (SJL)
  Descriptors:  *Aggression;  *Behavior  Problems;  Classroom
Techniques;  *Discipline; Elementary Education; *Intervention;
*Personality Problems; Teacher Role; Violence


EJ199136   AA529526
  Classroom Management: A Microcosm of Good Government.
  DeNitto, John F.; Gufford, Joseph L., Jr.
  Clearing House, v52 n6 p263-64 Feb  1979
  Available from: Reprint: UMI
  Language: ENGLISH
  Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
  Journal Announcement: CIJAUG79
  The  goal  of  classroom  management, like government, is to
create and maintain an environment which protects and advances
individuals.  Creating  such  a classroom environment involves
trust   between   teacher  and  students,  a  conviction  that
misbehavior  is relative, and student participation in finding
alternatives for disruptive conduct. (Author/SJL)
  Descriptors:  *Behavior  Problems;  Classroom  Environment;
*Classroom  Techniques; Democratic Values; *Discipline Policy;
Elementary   Secondary   Education;  Individual  Power;  *Self
```

Control; *Student Participation; Student Teacher Relationship

EJ167272 CG512967

Reinstatement as a Method to Increase the Effectiveness of Discipline in the School or Home

Karpowitz, Dennis H.
Journal of School Psychology, 15, 3, 230-237 F 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Journal Announcement: CIJE1978

The results of this study suggest a practical alternative to increase the effectiveness of discipline in the home and school. Parents and teacher might well rehearse (reinstate) with the child the transgression sequence just prior to the discipline. (Author)

Descriptors: Behavioral Science Research; *Behavior Change; *Behavior Patterns; *Behavior Problems; Classroom Techniques; *Discipline; Punishment; Research Projects; *Self Control; Verbal Communication

Identifiers: *Reinstatement

ED299724 EC211003

Decreasing Talking-Out and Increasing Academic Behavior in a 7-Year-Old Child.

Dooley, Donna M.; Schoen, Sharon F.
1988
11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAR89

The study attempted to decrease the talking-out behavior and increase the pre-writing skills of a 7-year-old educable mentally retarded boy in a special school for children with orthopedic handicaps. Differential reinforcement of other (DRO) behaviors was used during 30 minutes a day four times a week. Appropriate behaviors of the subjects and other students in the class were reinforced with praise. All inappropriate behaviors were ignored. A program of decreasing assistance moving from physical guidance to verbal prompts to no cues was used to increase the pre-writing behavior. Each successful attempt at any phase of the cuing was praised. The intervention resulted in decreasing talking-out behavior from 84% to 7% and increasing pre-writing behaviors from 8% to 100%. (DB)

Descriptors: *Behavior Modification; *Behavior Problems; Classroom Techniques; Discipline; *Mild Mental Retardation; *Multiple Disabilities; Positive Reinforcement; Primary Education; Time on Task; Writing Instruction

Identifiers: *Differential Reinforcement of Other Behaviors

DIALOG File 1: ERIC - 66-89/JUN.

ED293294 EC202493
Setting Limits: Tips for Teachers of Young Children. Project Enlightenment.
Johnston, Lynne; And Others
Wake County Public School System, Raleigh, N.C.
1984
16p.; For related documents, see EC 202 488-497.
Available from: Project Enlightenment, 501 S. Boylan Ave., Raleigh, NC 27603 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIESEP88
Target Audience: Teachers; Practitioners

This pamphlet presents a series of tips for teachers to use in establishing classroom discipline. The first 11 tips provide guidance for the teacher in the use of language to maintain discipline: (1) be specific and clear; (2) be simple, brief, and to the point; (3) state directions positively; (4) use hard-line phrases selectively; (5) offer alternatives for unacceptable behavior; (6) replace threats with clear expectations and consequences; (7) eliminate questions you really don't mean to ask; (8) avoid labeling; (9) avoid ambivalent words; (10) replace authoritarian words; and (11) offer choices. Additional suggestions concerning limit setting and timing are also offered which include establishing routines, pointing out the sequence of activities, allowing time for transition from one activity to another, recognizing that it can be hard for children to stop an activity, and preparing children for new situations. (VW)

Descriptors: *Behavior Problems; *Classroom Communication; *Classroom Techniques; *Discipline; Elementary Education; Guidelines; *Student Behavior; Teacher Response; *Teacher Student Relationship

ED292764 SP029968
Pre-Service Teachers' Perceptions of Discipline Problems and Methods of Managing Disruptive Student Behavior.
Page, Fred M., Jr.; And Others
Nov 1987
17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAUG88

Two primary objectives were served in this study. Perceptions were identified for preservice teachers relative to: (1) the kinds of discipline problems with which public schools are confronted; and (2) the frequency utilization of a variety of methods of managing student behavior. A secondary objective was to identify significant differences in perceptions categorized on the basis of academic major, cumulative grade point average, sex, and stage in preservice preparation. The first of two questionnaires elicited information on academic preparation, career plans, personal data, and interest in teaching as well as perceptions of discipline problems and methods for managing student behavior. Respondents were also asked to rate 24 discipline problems in terms of frequency of occurrence, and the most effective methods of managing behavior. Among the most frequently observed breaches of decorum in the classroom were excessive talking, inattention, and failure to complete assignments. Most frequent methods of classroom control were verbal emphasis upon behavior limits, and positive reinforcement of good behavior. Statistical data obtained from the questionnaires are presented in tables. (JD)

Descriptors: *Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline Problems; Education Majors Higher Education; *Opinions; Preservice Teacher Education; *Student Behavior

Identifiers: *Teacher Candidates

ED290729 SP029845

Preparing Teachers for Classroom Management Decisions Using Simulated Open-Ended Video Vignettes.

Smith, Dennie L.; Benavides, Otto

19 Feb 1988

11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEJUN88

A description is given of the Classroom Management Decision Point Series, a training tool that provides an opportunity for teachers to practice making decisions concerning incidents in elementary and secondary classrooms. This tool may be used in workshop groups or placed in a media center for students to complete the decision making response forms on an individual basis. Open-ended vignettes are presented in a simulation format ending at a decision point requiring the viewer to determine a course of action that would maintain an effective learning environment. Included in the description is an overview of the vignette topics as well as guide for the facilitator of a workshop. A decision making model is outlined, providing a step-by-step guide that may be used to determine an appropriate strategy for dealing with a disruptive classroom situation. A synthesis of some of the more important ideas and research relative to classroom management is included. (JD)

Descriptors: *Behavior Problems; *Classroom Techniques; Discipline; *Educational Media; Elementary Secondary Education ; *Simulation; Teacher Effectiveness; *Videotape Recordings;

(cont. next page)

DIALOG File 1: ERIC - 66-89/JUN.

Workshops

ED289138 CG020405

Theoretical Orientations of Intervention Strategies and Perceived Acceptability.

Hall, Cathy W.; Wahrman, Elizabeth

Mar 1987

17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEMAY88

Two research projects were conducted to assess the relationship between teachers' views on the acceptability of intervention strategies for dealing with behavior problems and their classroom use of such interventions. One study with student teachers (N=72) investigated acting-out and passive behavior problems and the acceptability of behavioral, humanistic, and pragmatic interventions. The second study conducted with regular education teachers (N=72) included the acting out behavior problem and the acceptability of the three interventions. The ratings of the interventions indicated that both student teachers and regular education teachers viewed the humanistic and behavioral approaches as being the most acceptable and the pragmatic approach as being the least acceptable. In terms of classroom use, there were significant positive correlations among acceptability ratings of the three intervention types and student teacher self-reported use of these three types of intervention. With regular education teachers, there was a significant positive correlation between the ratings of the behavioral intervention and self-reported use of behavioral interventions within the classroom. Neither the pragmatic nor the humanistic ratings correlated with self-reported classoom use for the regular education teachers. (Author/NB)

Descriptors: *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Student Behavior ; Student Teachers; *Teacher Attitudes; *Teacher Behavior; Teachers

ED288875 SP029680

Assertive Discipline and Research.

Barrett, Elden R.

[1985

13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAPR88

Assertive Discipline is an outgrowth of Canter and Associates' professional efforts in both working directly with children with behavior problems and consulting with teachers on how to deal effectively with such children. Assertive Discipline is an in-depth approach to classroom and school discipline. Lee and Marlene Canter first published "Assertive Discipline: A Take Charge Approach for Today's Educator" in 1976. Over the past decade, Canter and Associates have trained over 500,000 teachers in this competency-based approach to classroom management. Despite Assertive Discipline's popularity with teachers and its acceptance by school districts across the nation, there are educators who express concerns and doubts about the approach and its effectiveness. Some of those educators have asked the following questions: "Does Assertive Discipline have a sound research base?" and "Has Assertive Discipline been researched as to its effectiveness?" This article is intended to answer those questions. (Author/JD)

Descriptors: *Assertiveness; *Behavior Modification; *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; Positive Reinforcement

Identifiers: *Assertive Discipline

ED285293 EA019657

Improving Elementary School Students' Bus Behavior through a Driver and Student Training Program.

Richardson, Donald M.

1986

139p.; Ed.D. Practicum Report, Nova University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN88

Target Audience: Administrators; Researchers; Practitioners

This practicum report analyzes a driver and student training program developed at an elementary school to improve students' bus conduct. Seventy percent of students require transportation by school bus. Except for chronic bus misconduct, discipline has not been a school concern. It was hypothesized that the lack of a comprehensive program addressing conduct improvement primarily accounted for the problem. This was supported by studies showing improvement with classroom student training. The practicum's goals were as follows: (1) to reduce the number of bus misconduct referrals from the previous year; (2) to increase bus driver utilization of effective strategies in behavior management and bus patrol; and (3) to develop student awareness (in grades 4-6) of the link between bus conduct and safety. The school implemented training programs for drivers and for students during classroom sessions with teachers. Results, which were evaluated by referral records and surveys of drivers and students, include the following: (1) bus referrals decreased, depending on infraction, by 50 percent to 61 percent--a substantial improvement in student behavior; (2) the majority of drivers surveyed correctly identified the effective

(cont. next page)

strategies discussed in training; and (3) 80 percent of students correctly identified ridership responsibilities. Teachers, who valued including the training in classrooms, planned on continuation. Conduct improvement is attributed to participants' sense of involvement in the solution process. The report concludes with recommendations for elementary schools and with further program plans. Appendices provide survey instruments and an implementation calendar. (CJH)

Descriptors: *Behavior Problems; Change Strategies; Discipline; *Driver Education; Elementary Education; Participation; Problem Solving; Program Development; Program Effectiveness; *Safety Education; *School Buses; School Surveys; *Student Improvement; Student Responsibility; Student School Relationship; Teacher Student Relationship; *Training Methods

Identifiers: *Bus Drivers

ED281321# EA019399

Solving Discipline Problems: Strategies for Classroom Teachers. Second Edition.

Wolfgang, Charles H.; Glickman, Carl D.

1986

330p.; Supersedes first edition, ED 216 788.

Report No.: ISBN-0-205-08630-6

Available from: Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order Code H86309; $29.95; quantity discounts).

Document Not Available from EDRS.

Language: English

Document Type: BOOK (010); TEACHING GUIDE (052)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIESEP87

Target Audience: Teachers; Practitioners

Teachers need to realize that they are the true professionals holding the real power for taking discipline actions in the classroom. This book offers a comprehensive resource guide of strategies, procedures, and possible actions. After an introductory chapter (1), section I deals with teacher beliefs on discipline in these chapters: (2) "Beyond Theory to Classroom Practice"; (3) "The Supportive Model: Gordon's Teacher Effectiveness Training"; (4) "The Communication Model: Berne and Harris's Transactional Analysis"; (5) "The Valuing Model: Raths and Simon's Values Clarification"; (6) "The Social Discipline Model of Rudolf Dreikurs"; (7) "The Reality Model of William Glasser"; (8) "The Behavior Modification Model"; (9) "The Assertiveness Model of Lee and Marlene Canter"; (1) "The Behaviorism/Punishment Model of Engelmann and Dobson"; and (11) "Strengths and Limitations of Today's Teacher Student Interaction Models." Section II looks beyond models to professional decisions in these chapters: (12) "Decision Making Based on an Eclectic Approach"; (13) "Decision Making Based on the Degree of Seriousness of Student Behavior"; (14) "Decision Making Based on Student Social Development"; and (15) "Decision Making Based on a Professional Team Approach." Section III, on discipline and classroom management, includes

ese chapters: (16) "Classroom Management: A Preventive
ocess"; and (17) "Conclusion: A Better Tomorrow." An
pendix and index are included. (WTH)
Descriptors: Behaviorism; Behavior Modification; *Behavior
oblems; *Classroom Techniques; Decision Making; *Discipline
ementary Secondary Education; Problem Children; Psychology;
cial Development; *Student Behavior; Teacher Effectiveness;
acher Role; *Teacher Student Relationship; Theories;
ansactional Analysis

275944 CG019476
Dealing with Abnormal Behavior in the Classroom. Fastback
5.
Romney, David M.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
1986
42p.
Report No.: ISBN-0-87367-245-3
Available from: Phi Delta Kappa Educational Foundation,
ghth and Union, Box 789, Bloomington, IN 47402 ($0.90; $0.75
Phi Delta Kappa members; quantiy discounts).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEAPR87
This booklet discusses four of the more common classroom
havior disorders with which teachers must deal:
peractivity, childhood depression, extreme shyness, and
gressive behavior. In the section on hyperactivity, three
aracteristics--excessive motor activity, inattentiveness,
d impulsiveness--are listed as constituting the
peractivity syndrome. The term Attention Deficit Disorder is
plained. A case study of a hyperactive child is presented,
sessment of hyperactivity is discussed, causes of
peractivity are considered, treatment is reviewed, and the
ognosis for hyperactive children is described. The section
childhood depression presents a case study of a depressed
ild and addresses the issues of assessment, causes of
ildhood depression, and intervention strategies. Case
udies, assessment techniques, causes, and intervention
rategies are also described for the disorders of extreme
yness and aggressive behavior. References are included.
uthor/NB)
Descriptors: *Aggression; *Behavior Problems; Children;
lassroom Techniques; *Depression (Psychology); Discipline;
ementary Secondary Education; *Hyperactivity; Student
havior; Teacher Role
Identifiers: *Shyness

DIALOG File 1: ERIC - 66-89/JUN.

ED272700 CE044796
Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54.
Harrison, Cheryl
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
1986
3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No.: 400-84-0011
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: ERIC PRODUCT (071)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJAN87
Target Audience: Practitioners

Disruptive behavior, which can range from tardiness to violence against classmates or staff members, is a growing problem in adult basic education (ABE). Many feel that this is because ABE programs have begun serving young adults below the age of 18 who are quite different from their more mature classmates both psychologically and emotionally. Five basic techniques that ABE instructors can use to minimize classroom disruption in a positive manner are (1) communicating that the teacher is aware of everything occurring within the room; (2) demonstrating smoothness, both within a lesson and in transitions between lessons; (3) altering groups frequently and holding groups accountable for their own learning; (4) arousing challenges; and (5) providing seat work variety and challenge. The instructionally effective program is not only academically successful, but safe as well, and the key to an instructionally effective school is a committed, active leader. ABE programs can change in a way that limits disruptive student behavior. The commitment to change must be headed by a strong academic and disciplinary leader, and staff cooperation is vital. Even if age segregation of students is not deemed necessary, educators must still be sensitive to the different stages of adulthood and must learn how to address the distinctive concerns of each age group of adult students served by a particular program. (MN)

Descriptors: *Adult Basic Education; *Adult Students; Age Differences; *Behavior Problems; *Classroom Techniques; Developmental Stages; *Discipline; *Student Behavior; Student Characteristics; Student Needs; Young Adults
Identifiers: *Disruptive Behavior; ERIC Digests

ED271408# SP027080
Positive Behaviour Management. A Manual for Teachers.
Cheesman, Peter L.; Watts, Phil E.
1985
164p.
Report No.: ISBN-0-89397-228-2
Available from: Nichols Publishing Co., 155 W. 72nd Street, New York, NY 10023 ($14.50).
Document Not Available from EDRS.

Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV86

This book was written with the aim of helping teachers deal with those behavior problems which are commonly encountered in the classroom and around the school. Part 1 discusses the background to behavior problems, psychological approaches to problem behavior, and factors affecting behavior. The assessment of behavior problems is the topic of Part 2. Suggestions are made on describing behavior, observing and measuring behavior, and choosing ways to modify behavior. In part 3, intervention strategies are described. The final part considers practical ways in which positive behavior management may be put into effect. A step-by-step guide is provided in the form of an assessment chart or intervention chart to enable a teacher to design a behavior management program. Each chapter contains all the practical information necessary for the completion of a cell in either the assessment chart or the intervention chart. The appropriate chart is given at the beginning of each chapter and the cell with which it is concerned is indicated. (JD)

Descriptors: *Behavior Change; Behavior Patterns; *Behavior Problems; *Change Strategies; Classroom Techniques; Elementary Secondary Education; *Positive Reinforcement; *Student Behavior

ED251465 SP025623

Testing the Classroom Troubleshooting Model.

Pajak, Edward F.; Tillman, Murray H.

Feb 1984

22p.; Paper presented at the Eastern Educational Research Association (West Palm Beach, FL, February 9-12, 1984).

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAPR85

A "troubleshooting" model was designed to aid individual teachers in solving behavioral problems in the classroom. The model focused on student behavior for problem identification; on teacher behavior for causal analysis; and on teacher behavior for solution proposals. To examine how readily the model can be understood, applied, and integrated into teachers' existing ways of identifying and solving classroom problems, two questions were addressed: (1) How readily do teachers learn the components of a troubleshooting model via a guided design approach? and (2) Is the language used by the model consistent with the language used by teachers? Forty-five teachers, first individually and then in groups, identified problems they perceived in a transcript of a high school mathematics class. While the group exercise was seen as an effective tool for having teachers explore the

(cont. next page)

troubleshooting model, data obtained dealt only with how teachers modify attention to teacher and student behavior within the context of a given classroom problem. Appendices include a descriptive summary of participant characteristics, a sample of the exercise used in testing the model, and before-and-after differences in participants' attitudes toward solving classroom problems. (JD)

Descriptors: *Behavior Problems; Classroom Research; Classroom Techniques; Discipline; Elementary Secondary Education; *Needs Assessment; *Problem Solving; *Student Behavior; *Teacher Behavior; Teacher Student Relationship

ED250784 EA017289

A Blueprint for Classroom Discipline. Action Kit #3.

American Education Coalition, Washington, DC.

Oct 1983

67p.

Available from: Publication Sales, American Education Coalition, 721 Second Street, N.W., Washington, DC 20002 ($5.00).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAPR85

Target Audience: Practitioners; Parents

Discipline is essential to quality education. A blueprint for classroom discipline is presented that is designed to restore discipline in the classroom. The plan calls for the participation and cooperation of parents, teachers, administrators, the school board, and the students. The plan is based on principles such as: (1) school administrators must take appropriate disciplinary action, including suspension or expulsion of disruptive students, so that other students will not be deprived of a quality education; and (2) parents are primarily responsible for instilling discipline in their children and should cooperate with school administrators and teachers in maintaining firm discipline. A question and answer format is used to explain the background for increased problems in school discipline and the actions that should be taken to improve the school environment. Suggested disciplinary actions differ for the elementary and high school levels. Over half of the publication consists of attachments, including articles from two magazines and one newspaper about discipline problems; a model for state legislation on school discipline policy; and a handbook, "Student Rights & Responsibilities with Staff Implementation Guidelines," from Montgomery County Public Schools, Rockville, Maryland. (MLF)

Descriptors: *Behavior Problems; *Behavior Standards; *Classroom Techniques; Corporal Punishment; *Discipline; *Discipline Policy; Due Process; Educational Environment; Educational Policy; Elementary Secondary Education; One Parent Family; Parent School Relationship; *Student Behavior; Student Responsibility; Student Rights; Suspension

D238877# SP023651
Any Teacher Can Practical Strategies for Effective Classroom lanagement.
Carson, Joan C.; Carson, Peter
1984
222p.
Report No.: ISBN-0-398-04867-3
Available from: Charles C. Thomas, 2600 S. First Street, pringfield, IL 62717 ($19.50).
Document Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); POSITION PAPER 120); BOOK (010)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEMAY84
Target Audience: Teachers

Utilizing a behavioral approach to classroom management, his book provides effective methods for preventing and emediating student misbehaviors. These tested and proven anagement strategies are highlighted with actual case studies f behavior problems involving average and exceptional tudents from elementary and secondary settings. Teacher, dministrator, and parent behaviors; management of various chool environmental factors; problems associated with ver-reliance on punishment; and related legal, ethical, and umanitarian considerations are detailed. Sections are ncluded on becoming an effective classroom manager, reventing behavior problems, and applying behavior management trategies to manage classroom behavior. (JD)

Descriptors: Administrator Role; *Behavior Problems; lassroom Environment; *Classroom Techniques; *Discipline; lementary Secondary Education; Legal Responsibility; Negative einforcement; Positive Reinforcement; Student Behavior; tudent Motivation; *Teacher Behavior; *Teacher Effectiveness

D227300 CE035333
Controlling Instructional Settings. Instructor Training odule #8.
Rice, Eric; Hughes, James H.
Conserva, Inc., Raleigh, N.C.
1982
27p.; For related documents, see CE 035 315-335.
Sponsoring Agency: Office of Vocational and Adult Education ED), Washington, DC.
Contract No.: 300-80-0937
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEAUG83
Target Audience: Practitioners

Part of a series of instructor training modules on related ubjects instruction for apprentices, this booklet deals with ontrolling instructional settings. The first chapter consists

(cont. next page)

of an outline of the scope and content of the instructor training modules as well as a self-assessment pretest. Covered in the module are establishing and explaining expectations and rules for behavior, maintaining control in an atmosphere that is conducive to learning, and handling disruptive behavior and conflict actively and appropriately. Each chapter contains an introduction and objectives, a discussion of when and why to use the particular skill under discussion, guidelines for using the skill, an example, additional information, and self-test exercises. Appended to the booklet are answers to self-test exercises, a posttest, and answers to the posttest. (MN)

Descriptors: *Apprenticeships; *Behavior Problems; Behavior Standards; *Classroom Techniques; *Discipline; *Discipline Problems; Inservice Teacher Education; Postsecondary Education ; Student Teacher Relationship

ED225967 SP021730

A Cognitive Ethnography and Quantification of a First Grade Teacher's Selections of Strategies to Manage Students.

Pittman, Sherry I.

Jan 1983

39p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27-29, 1983).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJUN83

Results of an ethnographic study indicate that one elementary school teacher's management plan reflects interaction between teaching goals, strategies which are hierarchically arranged, and the selection criteria she considers relevant. Selection criteria include teacher beliefs about the student's personality, the student's level of required supervision, the relative intentiality and disruptiveness of the student's behavior, if the student's behavior is isolated or repeated, and if the student's behavior is improving. Once all the possibilities for action are considered, a repertoire of management strategies is produced reflecting the teacher's goals and beliefs. A technique for testing the data indicates an accuracy rate of 92 percent for predicting the teacher's selections of management strategies during another school year. Results suggest that, if a teacher has a plan in mind, it is possible to select management strategies during interactive teaching with student outcomes in mind. (Author/JD)

Descriptors: *Behavior Problems; Classroom Communication; *Classroom Techniques; *Cognitive Processes; Decision Making; *Discipline; Elementary Education; Elementary School Teachers Ethnography; Grade 1; Planning; Student Behavior; Student Characteristics; Student Teacher Relationship; *Teacher Attitudes; *Teacher Response

ED224780 SP021505
Behavior Management. A Competency-Based Manual for In-Service Training. In-Service Teacher Training for Mainstreaming Series.
Fagen, Stanley A.; Hill, Jeffery M.
1977
299p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Psychoeducational Resources, Inc., P. O. Box 306, Burtonsville, MD 20866 ($18.00).
Document Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); BOOK (010)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEMAY83
Target Audience: Practitioners

This manual is designed to train teachers to prevent and cope with disruptive student behavior. The focus is on dealing with mainstreamed students with special emotional needs. The manual's six modules can be used by instructors with a general competence in special education. The first module explores behavior values, standards and limits. Module 2 introduces three educational approaches to problem behavior: understanding the organic causes of learning problems, realizing the influences of feeling and attitudes on learning problems, and behavior modification. The third module focuses on specific strategies which may be used to reinforce established behavior standards and limits. Module 4 introduces methods for teaching children how to cope with frustration and conflict. In the fifth module, methods for early intervention in disruptive student behavior are presented. The sixth module offers guidelines for teachers in crisis intervention, focusing on specific incidents as starting points for helping students to see and resolve personal problems. Interviewing and counseling techniques are demonstrated. Each module contains an overview of the module topic; objectives to be mastered; an instructional unit guide to be used by the instructor as a lesson plan; and lists of instructional materials, tasks which must be completed to show mastery of the module objectives, and supplemental readings. (JD)

Descriptors: *Behavior Modification; *Behavior Problems; *Classroom Techniques; Counseling Techniques; Crisis Intervention; *Discipline; Elementary Secondary Education; Inservice Teacher Education; Mainstreaming; *Social Reinforcement; Student Behavior; Student Needs; Student Teacher Relationship; Teacher Attitudes; *Teacher Response

---

ED219468 UD022449
Bridging the Culture Gap in Inner-City Schools: A Summary and Critique of the Approach of Herbert Foster in "Ribbin', Jivin' and Playin' the Dozens."
Wilbanks, William
1 Jun 1982

(cont. next page)

14p.; In: Woods, Sandra, Ed.; Samuda, Ronald, Ed. Perspectives in Immigrant and Minority Education. Washington, D.C., University Press of America, 1982. Paper presented at Perspectives on Urban Education: An Invitational Symposium (North Miami, FL, June 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); GENERAL REPORT (140); CONFERENCE PAPER (150)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC82

In this paper, William Wilbanks discusses Herbert Foster's "Ribbin', Jivin', and Playin' the Dozens," a book on the relationship between inner city youth and their teachers. The book's title derives from three types of games often played in the classroom: ribbing, a verbal game of taunting other students or the teacher; jiving, which involves manipulative techniques to protect oneself from trouble; and playing the dozens, in which contestants insult one another until one gives up or resorts to violence. According to Wilbanks, Foster's thesis is that in inner-city schools there is a culture gap between largely black, lower class youth and their largely white, middle-class teachers. Students, behaving according to the rules of their streetcorner subculture, constantly play games to test teachers who misinterpret the games as forms of disruptive behavior. Hence, Foster maintains, educational failure is largely due to teachers' inability to understand the students' subculture. Wilbanks criticizes Foster as being rather too critical of the teacher, and as having neglected the students' role in understanding the teachers' perspectives. Moreover, Wilbanks notes that several of Foster's statements are insufficiently explained. Nevertheless, Wilbanks finds Foster's points valuable in understanding not only inner-city students but also criminals and prisoners who play similar games. (Author/MJL)

Descriptors: *Behavior Problems; *Black Youth; *Cultural Differences; Discipline; Elementary Secondary Education; Females; *Games; Inner City; Males; Prisoners; Social Influences; *Student Teacher Relationship; *Subcultures; Teacher Attitudes; Whites

Identifiers: *Foster (Herbert)

ED213944 CE031690

Maintaining Effective Classroom Control in Vocational Education.

Bowen, Blannie E., Ed.; McCracken, J. David

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.

Jun 1981

64p.; For related documents see CE 031 687-689.

Sponsoring Agency: Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Contract No.: MSU-E-81-01

EDRS Price - MF01/PC03 Plus Postage.

Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Mississippi
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners

This handbook is designed to assist vocational teachers in maintaining effective classroom and laboratory control. Following an introduction to the topic, the importance of effective control and teacher attitude are overviewed. The third section offers definitions of discipline and "in loco parentis", a perspective on discipline, and reasons for disruptive behavior. Section 4 first discusses 31 strategies for managing the classroom and laboratory. Facility organization, beginning the year, and problem awareness are briefly addressed. Discussion follows of corrective techniques for use in dealing with misbehavior, including leave it alone, end the action, attend more fully, spell out directions, track the student's progress, withhold reinforcement, use suspense, use individual conferences, and use volume. Corporal punishment is addressed, and techniques to avoid are described. A table of 20 common discipline situations with three possible solutions each is provided. The final section of the handbook summarizes seven theories of classroom discipline. Each one is described and key ideas and suggestions for implementation are presented. The theories are managing the group; classroom awareness, student accountability, and group management; shaping desired behavior; addressing the situation with sane messages; good behavior comes from good choices; confronting mistaken goals; and assertively taking charge. References are appended. (YLB)

Descriptors: *Behavior Problems; *Classroom Techniques; Corporal Punishment; *Discipline; *Discipline Problems; Secondary Education; Teacher Attitudes; Theories; *Vocational Education

ED208996 PS012516

Oklahoma Child Development Associate Curriculum: Behavior and Guidance. Revised Edition.

Loveless, Susan Catlett; And Others

Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.

Jan 1981

93p.; For related documents, see PS 012 513-524.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Grant No.: OCD-6-C-15

EDRS Price - MF01/PC04 Plus Postage.

Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Oklahoma
Journal Announcement: RIEMAR82
Target Audience: Practitioners

(cont. next page)

Guidance techniques for use with children are discussed in this set of training materials, part of an overall curriculum for Child Development Associate trainees. Topics presented include the following: (1) principles of human behavior according to such theories as psychoanalysis, humanistic psychology, and social learning theory; (2) common behavior problems in children, with a focus on types and severity of problems; (3) guidance in the child's early years, formulated around the principles of affection, respect, help, and approval; (4) direct and indirect guidance techniques; (5) the importance of self-understanding on the part of teachers; and (6) reasons for failure of guidance techniques when environmental and/or personal factors are mismanaged. The objectives of this curriculum guide are to enable trainees to distinguish between accidents and misbehavior among preschoolers, to select guidance techniques appropriate for the individual child, to identify problems requiring professional help, and to use a variety of positive guidance and discipline techniques. (Author/DB)

Descriptors: Behavior; Behavior Modification; *Behavior Problems; *Child Caregivers; Classroom Techniques; *Competency Based Teacher Education; Discipline; Early Childhood Education ; Individual Differences; Postsecondary Education; *Preschool Teachers; *Student Behavior; Student Teacher Relationship; *Teacher Guidance

Identifiers: *CDA; Child Development Associate

ED206062# EA013785

Everybody's Business. A Book About School Discipline.

First, Joan McCarty, Ed.; Mizell, M. Hayes, Ed.

American Friends Service Committee, Columbia, S.C. Southeastern Public Education Program.

1980

227p.

Available from: Southeastern Public Education Program, 1338 Main St., Suite 501, Columbia, SC 29201 ($7.50).

Document Not Available from EDRS.

Language: English

Document Type: BOOK (010); PROJECT DESCRIPTION (141); POSITION PAPER (120)

Geographic Source: U.S.; South Carolina

Journal Announcement: RIEJAN82

Intended for those who want to reduce disruptive behavior in elementary and secondary schools, this book argues that children must be held responsible for their actions and prefers self-discipline to imposed discipline that evaporates when authority is absent. Schools need to take greater initiative in teaching students responsibility and giving them opportunities to exercise it. Parents, teachers, principals, students, school board members, and others concerned all have a role in teaching as well as modelling responsible behavior. To guide these groups in their endeavors to improve student discipline, the book provides a discussion of the causes, expectations, and choices involved in discipline problems; reviews case studies of nontraditional approaches that have succeeded, at least in part, in secondary and elementary schools; and offers strategies for change and data collection techniques for local districts to use. A chronicle of the experiences of Richland School District #1, Columbia (South Carolina), in assessing the state of discipline in its schools serves as an example for a discipline improvement program and includes recommendations and instruments used for observation and analysis. The Discipline Policies Needs Assessment Instrument, The Discipline Context Inventory, and an annotated resource list offer further alternatives to readers. (WD)

Descriptors: *Behavior Problems; Case Studies; *Classroom Techniques; Data Analysis; Data Collection; *Discipline; *Discipline Policy; Elementary Secondary Education; Measures (Individuals); Nontraditional Education; Self Control

Identifiers: *Richland School District 1 SC

ED205439 SO013513

Discipline: The Problem of Violence in School and Society.

Jelinek, James John

1981

12p.

Available from: College of Education, Arizona State University, Tempe, AZ 85287 ($5.00 paper copy, $10.00 cassette recording, 25% discount for 10 or more).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEDEC81

Target Audience: Practitioners

This monograph focuses on various approaches toward disciplining antisocial behavior. The author gives evidence to the failure of the widely used stimulus-response approach (i.e., punishing people when they are bad and rewarding them when they are good), and suggests how a new approach might be more successful in solving problems of crime and violence. This new disciplinary approach is based on behavior control perception psychology. The basic premise of this psychology is that people are internally motivated; that is, that people reorganize and redirect their behavior according to internal and individual perceptions of reality. These perceptions and, consequently, behaviors based on the perceptions, are constantly changing as people try to make them coincide with the image of the world they carry in their minds. Several examples are presented of case studies in which discipline based on behavior control perception psychology was used to solve altercations in the classroom. In one case, a teacher chatted with an unruly student outside of class regarding his disrespectful classroom behavior. She did not confront him in the class because she felt that his antisocial behavior was really intended as a means of gaining stature among his peers and would very likely increase if she publicly humiliated him. The conclusion is that discipline based on behavior control perception psychology can help individuals stop dissipating energy and retain more of the strength they need to

(cont. next page)

compromise, negotiate, and confirm their own and others' needs. A major implication of this psychology is that individuals do not behave in an antisocial manner (and consequently, do not require discipline) when they feel that their needs are being met. (DB)

Descriptors: *Antisocial Behavior; Behavioral Science Research; *Behavior Problems; Case Studies; Classroom Techniques; Crime; *Discipline; Educational Environment; Educational Psychology; Elementary Secondary Education; *Intervention; Perception; Punishment; *Violence

ED202812 SP017909

Models to Prevent and Deal with Disruptive Behavior(s) in the Classroom: A Review of the Literature.

Basualdo, Suzanne M.; Basualdo, Eugenio A.

[1980

76p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; New York

Journal Announcement: RIEOCT81

Target Audience: Practitioners

This paper reports on approaches shown to be successful in preventing and dealing with disruptive behavior in the classroom. The studies on preventing classroom disruptions state that the best prevention is effective instruction, achieved through lending increased importance to teacher preparation programs that emphasize teaching content, curriculum development, and evaluation of instruction. The models concerned with managing classrom disciplinary problems are more numerous, and can be grouped into five categories: (1) teacher-centered; (2) analytic; (3) behavioristic; (4) student-centered; and (5) student-teacher interaction. Each method is described, and its variations are delineated. It is suggested that teachers and prospective teachers must conduct a self-analysis to determine the approach best suited to their personality. A teacher preparation program that provides future teachers with a variety of techniques for dealing with classroom behavior problems has the greatest potential for producing teachers who can successfully manage the classroom environment and help those students with behavior problems. (FG)

Descriptors: *Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; Elementary Secondary Education; Student Teacher Relationship; Teacher Behavior; Teacher Education; Teacher Effectiveness; *Teaching Skills

ED198643 EA013252

What Price Discipline? A Veteran Teacher's View. OSSC Bulletin Vol. 24, No. 4.

Lundberg, R. Donald

Oregon School Study Council, Eugene.

Dec 1980

23p.

Available from: Oregon School Study Council, College of ducation, University of Oregon, Eugene, OR 97403 ($4.00; .00 if prepaid; 10% discount for 10 or more copies).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CLASSROOM MATERIAL 050)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEJUL81
Target Audience: Practitioners

Teachers can improve classroom discipline in a number of ays. An objective grading system that is based on academic rformance alone will assure students that they are being irly graded, whether or not they are liked by the teacher. iscipline and self respect are related and hinge upon the rception in students that they are learning something. This accomplished by (1) providing students with a clear idea of at is expected of them; (2) using a variety of approaches;) actively engaging students in learning activities; (4) onitoring students' progress with tests; and (5) providing view. Smooth classroom routines will reduce friction between e teacher and students. Student classroom monitors may ndle a variety of tasks. Disorderly conduct should be ferred to the principal. A consistent system of handling nor disruptions that allows for some leeway is effective in ducing their frequency of occurrence. A teacher should xhibit a friendly, respectful attitude towards all students, sulting in the prevention of many potential disciplinary roblems. (JEH)

Descriptors: *Behavior Problems; Classroom Techniques; Discipline Problems; Educational Games; Elementary Secondary ducation; *Grading; *Student Teacher Relationship; *Teacher ttitudes; Teacher Effectiveness; Teaching Methods
Identifiers: *Disruption

0198206 UD021162
Student Discipline: Problems and Solutions. AASA Critical ssues Report.
Brodinsky, Ben
American Association of School Administrators, Arlington, a.
1980
81p.; Not available in paper copy due to institution's striction.
Available from: American Association of School dministrators, 1801 N. Moore Street, Arlington, VA 22209 $10.95 for single copy; multiple copies $9.95, Stock No. 21-00334).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT ESCRIPTION (141)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEJUN81

(cont. next page)

Target Audience: Practitioners

This report summarizes the findings of a survey designed to identify strategies that have been found to be successful for dealing with school disciplinary problems. Data were collected through questionnaires responded to by more than 2,000 school administrators, with supplementary data provided by interviews with 100 administrators and information from state education departments and public agencies. The report begins with an overview of survey results, including brief case studies of two urban school districts that have developed successful programs for improving student conduct. The second chapter is an alphabetized listing of practices used in various school systems for managing student behavior. The following chapters discuss specific issues, and ideas for resolving them. The topics addressed are: (1) school board policies, (2) student conduct codes, (3) student handbooks, (4) students, (5) parent involvement, (6) classroom teachers, (7) inservice education, (8) curriculum improvement, (9) vandalism and violence, (10) smoking, (11) in-school suspension, (12) corporal punishment, and (13) suspension and expulsion. (MK)

Descriptors: Administrator Guides; *Behavior Change; *Behavior Problems; Behavior Standards; Classroom Techniques; Discipline; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; Program Descriptions; School Policy; *Student Improvement

ED197907 RC012500

Resolving Discipline Problems for Indian Students: A Preventative Approach.

Lockart, Barbetta L.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Feb 1981

50p.

Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.

Contract No.: 400-78-0023

Available from: ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($6.90).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New Mexico

Journal Announcement: RIEJUN81

Target Audience: Practitioners

According to non-Indian educators, American Indian children in public schools often pose discipline problems that cannot be handled with traditional non-Indian methods such as spanking, scolding, yelling, or isolation. The elements of Indian discipline (shaming, ridicule, threats of punishment by supernatural figures, storytelling, community pressure) are usually absent in the non-Indian classroom. Other cultural differences that may cause educational problems are the Indian emphasis on the group, concepts of time and personal freedom, and attitudes towards family and age. Because Indian and non-Indian frames of reference, life experiences, and value systems differ vastly, the Indian child may react to a non-Indian school setting with seemingly negative behaviors such as silence, tiredness, high levels of activity, irritability, and inattentiveness. Educators must realize that such behaviors indicate that the child's needs are not being met. Educators must become more knowledgeable and accepting of Indian cultures; community members must provide the children with traditional guidance and become actively involved in education; parents must supply solid values and behavior guidelines; and children must be responsible for themselves. Together, educators, families, community and tribal members, and the children themselves share the responsibility for lessening negative classroom behavior. (SB)

Descriptors: Administrator Role; American Indian Culture; *American Indian Education; American Indians; Behavior Change *Behavior Problems; Classroom Techniques; Community Involvement; *Counselor Role; *Cultural Differences; *Discipline; Parent Participation; Parent Role; *Prevention; Student Attitudes; Student Behavior; Student Responsibility; Teacher Role; Tribes

Identifiers: Pueblo (People)

ED196886 SP017315

Teachers' General Strategies for Dealing with Problem Students. Research Series No. 87.

Rohrkemper, Mary M.; Brophy, Jere E.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Sep 1980

34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980). For related documents, see SP 017 313-314.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: 400-76-0073

Available from: Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.50)

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAY81

Target Audience: Practitioners

Elementary teachers' responses to vignettes depicting twelve types of student problem behavior (instructional concerns: failure syndrome, perfectionist, underachiever, and low achiever; aggression problems: hostile aggressive, passive aggressive, and defiant; activity issues: short attention span, hyperactive, and immature; and peer relation difficulties: shy/withdrawn and rejected by peers) were analyzed for points of agreement across the twelve types of problem behavior concerning problem-solving strategies that

(cont. next page)

involved rewards, punishments, supportive behaviors, and threatening/pressuring behaviors. Subanalyses were conducted to identify distinctions between teachers who differed by school location, grade level, teacher role perception (primarily instructor vs. primarily socializer), and management expertise (outstanding vs. average). In general, teachers' responses to the vignettes involved more punishment than reward, and supportive behavior more than threatening or pressuring behavior. (Authors)

Descriptors: Academic Failure; Aggression; Attention Span; Behavior Modification; *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Education; Low Achievement ; Maturity (Individuals); Peer Relationship; *Problem Solving Student Behavior; Student Characteristics; *Teacher Behavior; Teacher Effectiveness; *Teacher Response

ED165396 EC113320

Procedures for Teachers of the Severely Handicapped to Follow In Controlling Serious Behavior Problems Within the Classroom. Change Episode Two.

Johnson, James R.
La Verne Coll., Calif.
[1977

78p.; The document was prepared in conjuntion with the La Verne College Doctoral Program in School Management

EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN79

The report documents a problem solving approach to the adoption of procedures for dealing with serious behavior problems of severely emotionally disturbed and autistic students in California public schools. Summarized are a review of the literature, an analysis of general techniques of student control, and a list of advantages and disadvantages of such behavior control strategies as physical intervention, timeout, and corporal punishment. The end product of the project is explained to be an approved policy list of eight types of behavior control for use by classroom teachers. Specific procedures are described, (including parent involvement), and maximum duration information is listed. (CL)

Descriptors: *Autism; *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; Emotional Disturbances; Intervention; Operant Conditioning; Parent Role; *Policy Formation; Reinforcement; Severe Disabilities

ED156602 SO011011

Improve Communication to Improve Behavior.

Blume, Robert A.; Blume, Delorys E.
29 Apr 1978

15p.; Paper presented at National Conference on Humanistic Education (Carrollton, Georgia, April 29, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIENOV78

The problem of children's misbehavior in school is an urgent ncern. Although misbehavior is not unique to the school, the ole of society suffers from violence. It is important to call that those committing crimes today were yesterday's udents. There are two modes for discipline in the schools. e "established" mode aims for teacher control of children's havior. This mode assumes that students cannot be trusted to rsue their own learning. In contrast, the "emergent" mode ms to help children assume responsibility for their behavior d to encourage them to think about the effects of their ctions upon others. The underlying philosophy of the emergent de is that human beings have a natural potential for earning. The emergent mode of discipline builds upon the deas of Ginott, Glasser, and Gordon which stress the portance of good student-teacher communications for reventing problems, and teaching that irresponsiblie behavior s not acceptable. Gordon's "Teacher Effectiveness Training" s a good method for opening up student-teacher communication d for helping children accept personal responsibility for heir actions. It is important for the schools to implement e emergent mode which requires children to take sponsibility for their behavior so that they may become sponsible citizens in a democratic society. (Author/BC)

Descriptors: Behavior Change; *Behavior Problems; mmunication Skills; *Discipline; *Discipline Policy; iscipline Problems; Educational Philosophy; Elementary condary Education; Humanistic Education; *Individual velopment; Models; Punishment; Self Control; *Student sponsibility; *Student Teacher Relationship; Teacher fectiveness

156314# PS009919

The Last Straw: A Handbook of Solutions to School Behavior roblems.

Volkmann, Christina S.
1978
105p.
Available from: R & E Research Associates, Inc., 936 ndustrial Avenue, Palo Alto, California 94303 (Paper, $6.00)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78

This informally written handbook for elementary school achers describes typical classroom behavioral problems and roposes ways of dealing with them. The "problem" student is dentified as one who requires the teacher's personal energy r reactions, drawing attention away from the remainder of the lass and creating added burdens for the teacher. Nineteen pecific categories of problem students are described, ncluding the bully, the quiet one, the superior snob, and the

(cont. next page)

sneak. For each category, possible solutions to the behavior problem are described. Penalties that students may be subjected to in case the solutions prove inadequate are also suggested. In addition to this, general suggestions pertaining to ways of building a classroom behavioral foundation are discussed. These include daily, informal conversation sessions which allow for free discourse between teacher and students, parental involvement, and careful attention to the physical arrangement of the classroom. (CM)

Descriptors: *Behavior Problems; Classroom Design; *Classroom Techniques; Discipline Policy; Discipline Problems *Elementary School Students; Elementary School Teachers; Parent Teacher Cooperation; *Problem Solving; Resource Materials; *Student Behavior; Student Teacher Relationship; Teacher Responsibility; *Teacher Role

62

DIALOG File 1: ERIC - 66-86/DEC

EJ326149 CE516233
Room Management in Mainstream Education.
Thomas, Gary
Educational Research, v27 n3 p186-93 Nov 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR86

This study examined children's engagement in a primary school class when no additional help was present, when parents were involved normally, and when parents and staff were following RM (Room Management) procedures. Comparisons indicate useful gains in engagement when employing RM. (Author/CT)

Descriptors: *Classroom Techniques; Elementary Education; *Learning Disabilities; *Mainstreaming; *Parent Participation Primary Education; *Time on Task
Identifiers: *Room Management

EJ320401 SO514170
Structuring Small Groups and Music Reinforcement to Facilitate Positive Interactions and Acceptance of Severely Handicapped Students in the Regular Music Classroom.
Jellison, Judith A.; And Others
Journal of Research in Music Education, v32 n4 p243-64 Win 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT85

Study results indicate that positive social interactions between nonhandicapped and handicapped students in the integrated music classroom, with increases in nonhandicapped students' acceptance of handicapped students, are not a result of music classroom experiences and music instruction alone, but also of the degree to which teaching conditions specifically structure classroom antecedents and reinforcement for social interaction. (Author/RM)

Descriptors: Class Organization; *Classroom Environment; *Disabilities; Educational Research; Elementary Education; Group Dynamics; Grouping (Instructional Purposes); *Mainstreaming; *Music Education; *Peer Acceptance; Peer Relationship; Socialization; Student Attitudes; Teaching Conditions

EJ315295 EA518677
Mainstreaming in Secondary Schools: How Successful Are Plans to Implement the Concept?
Post, Linda; Roy, Will
NASSP Bulletin, v69 n480 p71-79 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJJUL85
Target Audience: Administrators; Teachers; Practitioners

Outlines findings from a Wisconsin study to identify problems hindering the process of implementing mainstreaming programs in secondary schools. Includes eight recommendations and a reference list. (MD)

Descriptors: *Attitudes; *Classroom Environment; Exceptional Persons; *Mainstreaming; Secondary Education

Identifiers: Wisconsin

EJ313014 SP514652

Tourette Syndrome in the Classroom: Special Problems, Special Needs.

Stefl, Mary E.; Rubin, Milton

Journal of School Health, v55 n2 p72-75 Feb 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAY85

A survey of affiliates of the Tourette Syndrome Association of Ohio was conducted to document the special problems and needs of the Tourette Syndrome student. Findings indicate that students reported problems similiar to adults and that many students were in need of specialized educational services. Suggestions for dealing more effectively with this student in the classroom are offered. (Author/DF)

Descriptors: *Classroom Environment; *Developmental Disabilities; Elementary Secondary Education; *Mainstreaming; Neurological Impairments; *Parent Attitudes; *Student Problems

Identifiers: *Tourette Syndrome

EJ302019 SP514051

Action Zone Theory and the Hearing-Impaired Student in the Mainstreamed Classroom.

Saur, Rosemary E.; And Others

Journal of Classroom Interaction, v19 n2 p21-25 Sum 1984

Available from: UMI

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: CIJOCT84

Hearing impaired students who are mainstreamed often encounter problems in dealing with the usual flow of classroom communication. To examine the effect of action zone phenomenon, six mainstreamed classes were observed and coded for location of student-teacher interactions. Results and discussion are presented. (Author/DF)

Descriptors: *Classroom Environment; College Students; *Hearing Impairments; Higher Education; *Mainstreaming; *Student Teacher Relationship; *Teacher Attitudes; Teaching Styles

Identifiers: *Action Zone Theory

```
DIALOG File 1: ERIC - 66-86/DEC

EJ297475   SP513802
  Special Students in Regular Secondary Classes: Selected
Annotated Bibliography.
  Pritchard, Rule Jane
  Journal of Teacher Education, v35 n2 p51-54 Mar-Apr  1984
  Available from: UMI
  Language: English
  Document Type: BIBLIOGRAPHY (131)
  Journal Announcement: CIJJUL84
  This selected bibliography, designed for secondary school
teachers, contains annotations of publications that provide
sufficient background information to sensitize teachers and
students to the needs of handicapped learners or which offer
suggestions for teaching methods or educational strategies to
use in the mainstreamed classroom. (CJB)
  Descriptors: Annotated Bibliographies; *Classroom Techniques
; Disabilities; *Exceptional Persons; *Mainstreaming;
Secondary Education; Secondary School Teachers; *Teaching
Methods


EJ260595   SO509736
  In The Mainstream: Selected Music Activities.
  McCoy, Martha
  Music Educators Journal, v68 n8 p51 Apr  1982
  Available from: Reprint: UMI
  Language: English
  Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
  Journal Announcement: CIJJUL82
  Discusses classroom management techniques and music
activities for handicapped children in mainstreamed and
special education classes. Classroom techniques are designed
around students' poor reading and concentration abilities,
multisensory experiences, and consistent discipline using
positive reinforcement. Music activities are used to reinforce
development of specific motor, learning, and social skills.
(AM)
  Descriptors: *Classroom Techniques; *Disabilities;
Elementary Secondary Education; *Mainstreaming; *Music
Activities; *Music Education; Skill Development; *Special
Education


EJ260594   SO509735
  How to Adapt for Special Students.
  White, Linda Damer
  Music Educators Journal, v68 n8 p49-50,63-67 Apr  1982
  Available from: Reprint: UMI
  Language: English
  Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
  Journal Announcement: CIJJUL82
  Discusses the adaptation of music teaching methods and
classroom environments for mainstreamed special students.
Teachers must identify handicapped students, establish
individualized goals for them, and modify the classroom, class
activities, and teaching techniques to meet their special
needs. The discussion includes the use of behavior
```

modification techniques in classroom management. (AM)
  Descriptors: Behavior Modification; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Mainstreaming; *Music Education; *Special Education; Teaching Methods

EJ258781 SP511604
  Mainstreaming Minimanual. Ten Steps to Success.
  Instructor, v91 n7 p63-66 Mar 1982
  Available from: Reprint: UMI
  Language: English
  Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
  Journal Announcement: CIJJUN82
  Steps to success in the mainstreaming of handicapped students include: (1) warm and accepting atmosphere; (2) acceptance of the handicapped students; (4) less physically restrictive classrooms; (5) successful experiences; (6) emphasis on individual strengths; (7) fair testing procedures; (8) enlivening lesson plans; (9) parent teacher communication; and (10) teaching aides, parental, and volunteer assistance. (JN)
  Descriptors: *Classroom Environment; *Disabilities; Individualized Education Programs; *Mainstreaming; Normalization (Handicapped); *Program Effectiveness; Student Attitudes; *Student Placement; *Student Teacher Relationship

EJ255832 TM506631
  The Integration of the Handicapped into the Regular Classroom: Effects of Cooperative and Individualistic Instruction.
  Johnson, David W.; Johnson, Roger T.
  Contemporary Educational Psychology, v6 n4 p344-53 Oct 1981
  Language: English
  Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
  Journal Announcement: CIJAPR82
  The effects of cooperative and individualistic learning experiences on interpersonal attraction between handicapped and nonhandicapped fourth graders were compared. Students were assigned to conditions on a stratified random basis controlling for handicap, ability, and sex. Cooperative experiences promoted more cross-handicapped interaction and more interpersonal attraction between handicapped and nonhandicapped students. (Author/RD)
  Descriptors: *Classroom Environment; Classroom Observation Techniques; Classroom Research; *Disabilities; *Instructional Systems; Intermediate Grades; *Interpersonal Relationship; *Mainstreaming; *Student Behavior

DIALOG File 1: ERIC - 66-86/DEC

EJ232721 JC502250

Physically Disabled Students in the College Classroom. In Memoriam: Robert E. Hobart, Jr.

Alexander, Robert J.

Journal of General Education. v31 n3 p195-204 Fall 1979

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJFEB81

Identifies some challenges faced by teachers of handicapped students, as well as common problems encountered by the students themselves. Makes practical suggestions for improving the educational experiences of physically disabled students. (CAM)

Descriptors: *Classroom Design; Classroom Environment; *College Students; Communication Skills; *Mainstreaming; *Physical Disabilities; Postsecondary Education; Student Problems; Teacher Effectiveness; Teaching Methods

ED268702 EC182305

Teaching Learning Disabled Students at the Secondary School Level. What Research and Experience Say to the Teacher of Exceptional Children.

Zigmond, Naomi; And Others

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

1986

51p.; Special Project: A Teacher Center Experience for Secondary Special Education Teachers.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Contract No.: 400-84-0010 Grant No.: G008301637

Report No.: ISBN-0-86586-161-7

Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (6.00, member price $5.10; Publication No. 305).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)

Geographic Source: U.S.; Virginia

Journal Announcement: RIESEP86

Target Audience: Practitioners

The booklet examines issues and strategies in serving learning disabled (LD) secondary students. Chapter 1, on program development, reviews such program options as varieties of the resource room model and self-contained class and examines three major factors involved in decisions about program emphases: (1) administrative practices, (2) teacher orientation, and (3) student characteristics. The second chapter considers three aspects of instructional planning: assessment of individual instructional needs, student motivation, and classroom organization and student behavior management. Research is reviewed in chapter 3 on elements that affect student learning and implications are drawn for LD teachers in terms of interaction with students, structure of lessons, and learning time. Chapter 4 briefly discribes indirect services, such as consultation and communication with other teachers. Chapter 5 concludes the booklet by offering 10 recommendations for LD teachers including conducting systematic assessments, stressing motivation, and planning instruction carefully. A reference list is provided. (CL)

Descriptors: *Class Organization; *Classroom Techniques; Delivery Systems; *Learning Disabilities; Models; *Program Development; *Secondary Education; Student Evaluation; *Teaching Methods

ED264701 EC181350

Adapting the Environment for the Visually Impaired Student: Practical Methods and Materials to Enhance the Use of Low Vision.

Roessing, Linda J.

Oct 1984

15p.; In: Sykanda, A.M., Ed.; And Others. Insight in Sight: Proceedings of the Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984). For proceedings, see ED 260 566.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); TEACHING GUIDE (052)

Geographic Source: U.S.; California

Journal Announcement: RIEMAY86

Target Audience: Practitioners

Successful approaches employed by a principal of a school for blind students in supporting regular class teachers of mainstreamed visually handicapped students are reported. Four factors of importance in evaluating the environment are described: (1) appropriate work space (height of chairs); (2) color contrast problems (work surfaces of adjacent areas); (3) effective lighting (glare problems, use of individual lamps); and (4) adaptations to improve reading instruction (lighting control reading distance, materials and media, tracking skills). (CL)

Descriptors: *Classroom Environment; Classroom Furniture; Contrast; Elementary Secondary Education; Furniture Arrangement; Glare; *Lighting; *Mainstreaming; *Reading Instruction; Visual Environment; *Visual Impairments

ED258368 EC172737

Seven "Whole Class" Strategies to Help Mainstreamed Youngsters Read and Learn Better in Content Area Classes.

Maring, Gerald H.; Furman, Gail

[1984

12p.; For related papers, see EC 172 738-739.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

(cont. next page)

Geographic Source: U.S.: Washington
Journal Announcement: RIENOV85
Target Audience: Teachers; Practitioners

The paper presents strategies to help regular class teachers help their mainstreamed students read and learn better. The seven teaching ideas are offered for use in "whole class" settings and are designed to benefit both mainstreamed and regular students. Further, the strategies can be used by subject matter instructors who cannot become extensively involved in remedial or individualized instruction. The following ideas are discussed and examples offered: (1) once a week oral reading, (2) pyramiding (helping students classify and subordinate related concepts or terms), (3) exploring texts with students, (4) contextual redefinition, (5) words on the wall (to reinforce key vocabulary), (6) guided reading procedures, and (7) special adaptations for study guides. (CL)

Descriptors: *Classroom Techniques; *Content Area Reading; *Disabilities; *Mainstreaming; *Reading Instruction; Secondary Education

ED256723 SP025891

Contemporary Elementary and Middle School Physical Education Conference Proceedings (Atlanta, Georgia, January 19-21, 1984).

Jones, Margaret A., Ed.
Georgia State Univ., Atlanta.
Jan 1984
51p.; For the 1985 conference proceedings, see SP 025 892.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); TEACHING GUIDE (052); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Georgia
Journal Announcement: RIESEP85
Target Audience: Teachers; Practitioners

Precis are presented of the meetings, workshops, and seminars at the 1984 Conference on Elementary and Middle School Physical Education. Papers were presented on the following subjects: suggestions for adapting physical education for handicapped children; ideas for discipline and classroom management; curriculum design in movement education for children in dance, gymnastics, and games; creation of a perceptual motor laboratory; improvement of cardiorespiratory health; wellness education; and current research in physical education. Included in the discussions were considerations of the implications for physical educators of the various types of medication used to control certain mental or emotional disorders. Descriptions are given of 91 ideas for classroom activities and games. (JD)

Descriptors: *Adapted Physical Education; Athletics; *Class Activities; *Classroom Techniques; Dance Education; Educational Games; Elementary Secondary Education; Emotional Disturbances; Health Education; *Mainstreaming; Medicine; Movement Education; *Physical Education; Physical Education Teachers; Physical Fitness; Psychomotor Skills; Teaching Methods

ED254036 EC171745

Research Integration Project: Analysis and Review of Research on Least Restrictive Environments for Handicapped Learners. Final Report.

Semmel, Melvyn I.; And Others
IPA, Inc., Santa Barbara, CA.
1984
392p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: G008100279
EDRS Price - MF01/PC16 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL85

The report summarizies findings of a study of least restrictive environment (LRE) for handicapped students. Reviews are presented of the legal and legislative background of LRE, the conceptual background of research on environments, the concept of environment in special education, and the results and methodological issues in efficacy research. Analyses of cooperative goal structering and academic learning times as influences in the environment are presented. Three concluding sections review research on homogeneous versus heterogeneous grouping, teacher behavior and attitudes, and the role of peer interactions. Implications for LRE are addressed for each topic. Four general goals for special education research are identified, including comparison of specific environments or types of environments and intervention toward improvement of environments. The report concludes by emphasizing the importance to conceptualize and measure, broadly and flexibly, the nature of classroom environments. (CL)

Descriptors: *Classroom Environment; *Compliance (Legal); *Disabilities; Elementary Secondary Education; Grouping (Instructional Purposes); History; *Mainstreaming; Normalization (Handicapped); Peer Relationship; Teacher Attitudes; Teacher Behavior; Time on Task

---

ED237756 CE037795

Teaching Mainstreamed Learners. A Module for Assisting Vocational Teachers in Meeting the Needs of Handicapped Students.

Clark, Virginia
Pennsylvania State Univ., University Park.
1983
74p.
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)

(cont. next page)

Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAY84
Target Audience: Teachers

This module is designed to assist vocational teachers in meeting the needs of mainstreamed handicapped learners. It may be used by the teacher as a resource and guide, or the information and activities may be adapted for use with vocational education students or preservice teachers. The module consists of three sections. The first section defines mainstreaming and its implications for vocational educators, and it examines the recent history of mainstreaming in vocational education, including legislation pertaining to handicapped persons. The second section explores ways that a vocational educator can modify instructional strategies to provide for the individual needs of students with handicaps. Learning styles as well as physical and affective disabilities are discussed. Section 3 provides methods that vocational educators can use to evaluate the classroom progress of students with handicaps. A glossary of terms commonly used when discussing mainstreaming of handicapped learners is provided. The guide also contains a resource section with lists of agencies and organizations, literature, and audiovisual aids available for help with mainstreaming students. In addition, the module contains an attitude assessment sheet to allow users to evaluate their present feelings about handicapped persons before using the module. (KC)

Descriptors: Accessibility (for Disabled); Access to Education; *Classroom Techniques; Cognitive Style; *Disabilities; Educational Needs; Educational Resources; Emotional Disturbances; Equal Education; Individualized Education Programs; Learning Activities; Learning Modules; Legislation; Lesson Plans; *Mainstreaming; Normalization (Handicapped); Physical Disabilities; Postsecondary Education Secondary Education; *Student Evaluation; Teacher Attitudes; *Teaching Methods; Units of Study; Vocabulary; *Vocational Education; Vocational Education Teachers

ED234183 CE036889

Handicapped Students in Regular Vocational Education: Impact on Class Interaction and Instructional Variables. Final Report.

Fair, George W.
Texas Univ., Dallas.
Dec 1981
113p.
Sponsoring Agency: Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Texas
Journal Announcement: RIEFEB84

A study examined the impact of teaching handicapped students in regular vocational education classrooms on class interaction and instructional variables. During the study, searchers conducted individual interviews with 22 vocational ucation instructors from 11 randomly selected school stricts throughout Texas and later conducted a total of 678 irty-six minute observation periods of the vocational asses taught by these same 22 teachers. Based on their alysis of the data obtained from the class observations and structor interviews, the researchers concluded that over 90 rcent of the timed classes were organized as a group with ndicapped students participating fully within the group. nety-six percent of the vocational instructors stated that e general interactions of handicapped and nonhandicapped udents in the vocational setting were positive. While 87 rcent of the teachers had not seen a copy of their students' dividualized education programs (IEP), all of the vocational structors were individualizing instruction for the ndicapped students in their classrooms. Generally speaking, e modifications that were made for the handicapped cational students were of an instructional nature and did t entail any excess costs. Recommendations were made calling more hands-on activities and more one-to-one instruction the handicapped students in regular vocational settings. N)

Descriptors: *Classroom Techniques; Curriculum Development; isabilities; *Group Dynamics; Individualized Education ograms; Individual Needs; Instruction; Interaction; teraction Process Analysis; *Mainstreaming; Peer Acceptance er Relationship; Program Implementation; Questionnaires; condary Education; State Surveys; Student Characteristics; tudent Teacher Relationship; Teacher Attitudes; Teaching thods; *Vocational Education

Identifiers: Impact Studies; Texas

233221 CE036758

Handbook on Mainstreaming. Handicapped Students in cational Education.

Buck, Linda Lee

Ohio State Advisory Council for Vocational Education, lumbus.

1983

32p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJAN84

Government: State

Target Audience: Teachers

This handbook is designed to aid educators as they serve ndicapped students who are enrolled in regular programs. The phasis of the handbook is on selecting an appropriate cational program, developing an individualized education ogram (IEP), and preparing students for meaningful ployment through effective teaching. Addressed in the dividual sections of the guide are the following topics:

(cont. next page)

understanding the nature of various types of disabilities; providing a continuum of services to handicapped students; developing an IEP; providing vocational evaluation services; adapting teaching strategies (curriculum adaptation, learning styles, and instructional techniques), utilizing alternative types of testing and methods of grading; employing various troubleshooting techniques to cope with problems in the classroom; providing support services; and offering job placement assistance. (MN)

Descriptors: *Classroom Techniques; Cognitive Style; Community Services; *Counseling Techniques; Curriculum Development; Definitions; *Disabilities; Educational Equipment ; Educational Strategies; Grading; Guidelines; Individualized Education Programs; Instructional Materials; Job Placement; *Mainstreaming; Material Development; Secondary Education; *Student Evaluation; Teaching Methods; Testing; *Vocational Education; Vocational Evaluation

Identifiers: Ohio

ED232027 CE036498

Mainstreaming Handicapped Students into Cooperative Education: A Handbook for Vocational Educators.

Iwler, Irvin H.; And Others

Pittsburgh Univ., Pa. School of Education.

30 Jun 1982

70p.

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEDEC83

Target Audience: Practitioners

This handbook is intended to serve as a resource for cooperative education coordinators who must instill in handicapped students an awareness and grasp of the job-seeking and job-maintenance skills that are so vital in today's competitive job market. Assembled in response to questions asked by vocational educators in Pennsylvania, the guide is organized into five sections. Each section contains strategies that may help handicapped students improve specific problem areas that may deter their successful job training placement. The five sections focus on these areas: verbal characteristics, personal/physical characteristics, self-concept/personality characteristics, work characteristics, and handicap characteristics. The guide also contains a glossary and a list of resources. Appendixes to the document contain forms and samples useful in implementing the strategies. (KC)

Descriptors: *Career Education; *Classroom Techniques; *Cooperative Education; *Disabilities; *Educational Resources Job Placement; Job Training; *Mainstreaming; Models; Secondary Education; Self Concept; Teaching Methods; Vocational Education; Work Experience Programs

Identifiers: Pennsylvania

ED231133 EC152508

The Trainable Mentally Handicapped Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton.
1982
9p.; For related documents, see EC 152 504-511.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: Canada; Alberta
Journal Announcement: RIENOV83
Government: Foreign
Target Audience: Practitioners

Guidelines are provided for integrating the trainable mentally handicapped (TMH) student into the regular classroom in the province of Alberta, Canada. Normalization and integration are explained with regard to the unique commitment undertaken in developing an integrated program for TMH students. Outlined are goals of the integrated program, such as access to nonhandicapped peer models. Three types of integration are noted, ranging from regular class placement to special class placement in a regular school. Briefly explained are roles of people involved in an integrated program, including the special and regular teacher and administrators. Seven suggestions are given for successful development of an integrated program; this is followed by a checklist for the regular classroom teacher's self-preparation, and 10 suggestions for classroom management (e.g., give the student positive directions rather than telling him what not to do). A short reference list is provided. (MC)

Descriptors: Check Lists; *Classroom Techniques; *Mainstreaming; *Moderate Mental Retardation; Objectives; *Program Development; *Teacher Role

Identifiers: Alberta

ED231132 EC152507

The Educable Mentally Handicapped Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton.
1982
10p.; For related documents, see EC 152 504-511.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: Canada; Alberta
Journal Announcement: RIENOV83
Government: Foreign
Target Audience: Practitioners

The guide provides strategies for integrating educable mentally handicapped students into regular classrooms at most levels in the province of Alberta, Canada. Goals of an integrated program, such as development of a positive self-concept, are described. Three types of integration are noted, such as taking students who are placed in a regular

(cont. next page)

class homeroom to a site for specialized instruction. Next described are the people involved in the integrated program, such as the special education teacher, regular classroom teacher, resource person, parents, and teacher aides. Thirteen suggestions are given for classroom management and work with the educable mentally handicapped student, including developing a warm and friendly relationship with the student and teaching the student to master fewer concepts rather than study many without mastery of any. A short reference list is provided. (MC)

Descriptors: *Classroom Techniques; *Mainstreaming; *Mild Mental Retardation; Self Concept; Student Educational Objectives; *Teacher Role; Teaching Methods

Identifiers: Alberta

ED231131 EC152506

The Visually Impaired Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton.

1982

37p.; For related documents, see EC 152 504-511.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: Canada; Alberta

Journal Announcement: RIENOV83

Government: Foreign

Target Audience: Practitioners

The guide provides strategies for regular teachers to use with visually impaired (VI) students in the province of Alberta, Canada. After an introduction, definitions of terms such as "adventitiously blind" are presented. Next addressed are effects of visual impairment on cognitive development, emotional and social aspects, and orientation and mobility. Considered, then, are such aspects of planning and classroom management as safety (including fire drills), the buddy system, course scheduling, ways to obtain and store special materials and equipment, seating of the VI student, orientation of regular students, use of the VI student as a resource, and the VI student's responsibilities. Suggestions are given for meeting educational needs of the VI preschool, Braille-using, and partially sighted student in such areas as visual efficiency, skill development, use of media and aids (e.g., diagrams), physical education, and fine arts. Suggested are approaches to assessment and evaluation including techniques teachers may use to equalize opportunity for VI students taking tests or examinations. Appendixes include a list of seven useful terms, a discussion on Braille, descriptions of special materials and equipment, photographs showing ways VI students see, and a list containing 48 references organized into areas for six categories of users including educators and parents. (MC)

Descriptors: Affective Behavior; Braille; *Classroom Techniques; Cognitive Development; Definitions; Early Childhood Education; Elementary Secondary Education; Fine Arts ; *Mainstreaming; Physical Education; Skill Development; Teacher Role; *Teaching Methods; Testing; Visual Aids; *Visual

pairments; Visually Handicapped Mobility
Identifiers: Alberta

231113 EC151988
Reintegrating Behaviorally Disordered Students into General
ucation Classrooms: Monograph 4. Monograph Series in
havior Disorders.
Huntze, Sharon L.; Werner, Roland J., Jr.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource
nter.
Mar 1982
51p.; For related documents, see EC 151 985-991.
Sponsoring Agency: Special Education Programs (ED/OSERS),
shington, DC.
Contract No.: 300-80-0726
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Iowa
Journal Announcement: RIENOV83
Target Audience: Practitioners
Two studies on reintegration of behaviorally disordered (BD)
udents into general education classroom are presented. Part
by S. Huntze, considers five basic assumptions underlying
e concept of reintegration and the following five areas that
ed to be considered when matching student and classroom
vironment: physical setting, academic programing,
acher-student interaction, peer attitudes, and personnel
titudes. In addition, five phases of the reintegration
ocess are examined: (1) information on student/environment
t is incorporated into the individual education plan (IEP);
) classroom selection is made at the time of the IEP
affing; (3) the student is kept involved in the general
ass environment; (4) the time the student spends in the
neral education classroom is gradually increased; and (5)
e student achieves the exit criteria, and reintegration
comes total. Questions to ask when gathering information
out the teacher-student verbal interaction variable are
cluded. Part II, by R. Werner, Jr., describes procedures and
ncepts helpful to special education personnel in planning
r the re-entry of BD students from a restricted, separate
acement into the regular school program. Attention is
rected to systematic planning by the special education
acher, preparing the parents, preparing the regular class
acher, and preparing the student. It is emphasized that the
ecial educator should prepare written descriptions of the
story and current status of the BD student to aid the
neral education teacher. Examples of various formats for
porting this information are included. (SEW)
Descriptors: *Behavior Disorders; Classroom Design;
lassroom Environment; Elementary Secondary Education;
ndividualized Education Programs; *Mainstreaming; Peer
lationship; *Student Adjustment; Student Needs; *Student
acement; Student Teacher Relationship; Transitional Programs

DIALOG File 54: ECER/EXCEP CHILD - 66-89/JUL

EC210844

Creative Punishment.

Sweeney, John

Behaviour Problems Bulletin v2 n3 p50-55 Aug 1988 oneshot; t 1988-Aug 6P.

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 055

Punishment given in a caring, supportive environment can assist children to learn some tasks more quickly, when used in conjunction with programmed positive reinforcement. The manner in which a punishment is implemented impacts its effectiveness. Two experiments are presented in which teachers used creative punishment to produce classroom behavior changes. (JDD)

DESCRIPTORS: Elementary Secondary Education; *Punishment; *Behavior Problems; *Classroom Techniques; *Positive Reinforcement; Student Behavior; *Classroom Environment; Learning Strategies

IDENTIFIERS: *Behavior Management

EC202433

Restrictiveness of Procedures to Decrease Behavior: Views of School Psychologists, Administrators, Teachers, and Specialists.

Morgan, Robert L.; Striefel, Sebastian

Journal of Special Education v21 n4 p108-21 Win 1987-88; 1988-Win 87/ 14P.

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 143

School psychologists, administrators, teachers, and specialists in special education settings ranked the restrictiveness of 13 procedures (such as planned ignoring, response prevention, time-out) designed to decrease inappropriate behaviors. While general agreement was indicated by the 118 respondents, variability was noteworthy, especially in procedures ranked near the middle of the sequence. (Author/JDD)

DESCRIPTORS: *Disabilities; *Behavior Problems; Behavior Change; Discipline; *Classroom Techniques; Sanctions; Punishment; *Change Strategies; Intervention; Special Education Teachers; Specialists; School Psychologists; *Administrator Attitudes; *Teacher Attitudes; Surveys; Elementary Secondary Education

IDENTIFIERS: *Restrictiveness (Child Rearing); Ranking

EC201949

Discipline--Better or Worse?

Brown, William E.; Payne, Tyrone

Academy Therapy v23 n4 p437-42 Mar 1988; 1988-Mar 6P.

UMI

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 143; 110

Over 50% of 219 K-12 teachers surveyed felt that overall school discipline was slightly or much worse than 10 years ago. Data on size of school, student population (urban, suburban, or rural), teacher sex, teacher age, grade level taught, use of corporal punishment, and out-of-school suspensions are also analyzed. (JDD)

DESCRIPTORS: Elementary Secondary Education; *Discipline; Suspension; *Behavior Problems; Corporal Punishment; *Teacher Attitudes; Surveys; Attitude Measures; Student Behavior; *Educational Trends; Comparative Analysis

EC201938

Basic Strategies for Mainstream Integration.

Lawrence, Patrick A.

Academy Therapy v23 n4 p349-55 Mar 1988; 1988-Mar 7P.

UMI

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 120; 055

Guidelines for effectively integrating learning-disabled or behavior problem students into regular classrooms are discussed, including: meetings between regular and special education teachers, class rules, discipline, clear directions, individualized instruction, direct instruction for skill acquisition, peer tutoring, structured activities, positive relationships with parents, teacher-student contracts, corporal punishment avoidance, and positive reinforcement. (Author/JDD)

DESCRIPTORS: *Learning Disabilities; *Behavior Problems; *Mainstreaming; *Guidelines; *Program Effectiveness; Teamwork Discipline; *Teaching Methods; Classroom Techniques; Student Behavior; Elementary Secondary Education

EC201750

Solving Discipline Problems: Strategies for Classroom Teachers. Second Edition.

Wolfgang, Charles H.; Glickman, Carl D.

1986- 330P.

Allyn and Bacon, Inc., 1288 South Blue Ridge Ave., Culpeper, VA 22701 (no price quoted).

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 010; 052

This second edition on strategies for solving discipline problems provides classroom teachers with a ""rainbow'' of discipline models and techniques to permit them to move beyond a singular approach in handling classroom behavior problems. Section One discusses the Teacher Behavior Continuum, which encompasses various student behaviors and can be used in different ways for different youngsters. Section One also describes several operating models of discipline, in the following chapters: ""The Supportive Model: Gordon's Teacher Effectiveness Training,'' ""The Communication Model: Berne and Harris's Transactional Analysis,'' ""The Valuing Model: Raths and Simon's Values Clarification,'' ""The Social Discipline Model of Rudolf Dreikurs,'' ""The Reality Model of William Glasser,'' ""The Behavior Modification Model,'' ""The Assertiveness Model of Lee and Marlene Canter,'' ""The

(cont. next page)

Behaviorism/Punishment Model of Engelmann and Dobson,"" and ""Strengths and Limitations of Today's Teacher-Student Interaction Models.'' Section Two provides four decision-making methods to determine which behaviors, techniques, and skills to use, based on: (1) an eclectic approach, (2) the degree of seriousness of student behavior, (3) student social development, or (4) a professional team approach. Section Three studies classroom management as a preventive process and as the means for a better future through the effective use of discipline. (JDD)

DESCRIPTORS: *Elementary Secondary Education; *Discipline; *Discipline Problems; *Classroom Techniques; Models; *Behavior Problems; *Student Behavior; *Teacher Effectiveness; Transactional Analysis; Values Clarification; Social Behavior Reality Therapy; Behavior Modification; Assertiveness; Behaviorism; Punishment; Teacher Student Relationship; Decision Making; Prevention; Social Development

IDENTIFIERS: Teacher Effectiveness Training; Behavior Management

EC201322

Policies/Practices in Public School Discipline.

Brown, William E.; Payne, Tyrone

Academic Therapy v23 n3 p297-301 Jan 1988; 1988-Jan 5P.

UMI

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 110; 143

A survey of 339 teachers (grades K-12) found lack of motivation and poor parental support to be the biggest discipline problems. Nearly 90 percent worked with a stated/written discipline policy. Approximately 75 percent believed that corporal punishment should continue. Verbal reprimands were the most common behavior change method used. (VW)

DESCRIPTORS: *Behavior Problems; Elementary Secondary Education; *Discipline Policy; *Behavior Change; *Teacher Attitudes; *Parent School Relationship; *Student Motivation; School Policy; Corporal Punishment; Verbal Communication

EC201317

Behavior Problems? Try Groups!

Coleman, Maggie; Webber, Jo

Academic Therapy v23 n3 p265-74 Jan 1988; 1988-Jan 10P.

UMI

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 052; 080

A group process can allow teachers and students to deal openly with sources of conflict causing surface behavior problems and enhance self-control among students. Specific guidelines for group meeting structure and teacher behavior are given. A table summarizes the variety of functions and goals for which groups can be used. (VW)

DESCRIPTORS: *Behavior Problems; Secondary Education; *Behavior Modification; *Classroom Communication; *Teacher Student Relationship; *Discipline; *Group Guidance; Group

Dynamics; Self Control; Classroom Techniques

EC201139
A Novel Reinforcer System: Teacher Idea Exchange.
Raschke, Donna And Others
Teaching Exceptional Children v20 n2 p82-83 Winter 1988; 1988-Win 2P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 141; 055

The ""PEZ'' candy dispenser has been used effectively to deliver reinforcers to moderately handicapped preschool students who display desirable behaviors. Contingency management procedures are described for using the candy dispenser to deliver reinforcers and subsequently to fade out the edible reinforcer and have the colorful dispenser itself reinforce desired behavior. (JDD)

DESCRIPTORS: *Moderate Mental Retardation; *Behavior Problems; *Positive Reinforcement; *Contingency Management; *Food; Classroom Techniques; Student Behavior; Psychoeducational Methods; Preschool Education

EC200952
Discipline: Neither the Steel nor the Velvet, but the Maturity Inside the Glove, that Makes the Difference.
Rezmierski, Virginia E.
Pointer v31 n4 p5-13 Sum 1987; 1987-Sum 9P.
NOTE: For related documents, see EC 200 953 - EC 200 959.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 141; 120;

The article examines the critical differences between discipline and punishment, discusses the dynamics in the interaction between discipliners and youths, and describes adult responses appropriate for different developmental stages. Focus is on the development of the adolescent's understanding, the processes involved, the behavioral stages, and implications for adult action. (JDD)

DESCRIPTORS: *Behavior Problems; *Discipline; *Interpersonal Relationship; *Social Development; *Adolescent Development; *Developmental Stages; Punishment; Interaction; Parent Child Relationship; Teacher Student Relationship; Parent Role; Teacher Role; Youth; Secondary Education;

EC200317
Behavioral Contagion and Manageability: Learning Disability and Regular Education Teachers' Perspectives.
Safran, Stephen P.; Safran, Joan S.
Journal of Learning Disabilities v20 n7 p439-40 Aug-Sep 1987; 1987-Au/Se 2P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 143;

(cont. next page)

Statistical analyses of the Behavior Manageability and Behavioral Contagion Scales completed by 44 regular and 44 teachers of the learning disabled found that no significant group differences existed, that withdrawn behavior was most difficult to manage, and that acting-out behaviors were most disruptive to other students. (Author/DB)

DESCRIPTORS: *Learning Disabilities; Elementary Secondary Education; *Withdrawal (Psychology); *Behavior Problems; *Teacher Attitudes; Classroom Techniques; Discipline;

IDENTIFIERS: Behavior Manageability Scale; Behavior Contagion Scale;

EC192940

Solving Discipline Problems: Strategies for Classroom Teachers. Second Edition.

Wolfgang, Charles H.; Glickman, Carl D.

1986- 330P.

Allyn Bacon, Inc., Longwood Division, Rockleigh, NJ 07647-9989 (no price quoted).

EDRS: NOT AVAILABLE

REPORT NO.: ISBN-0-205-08630-6

DOCUMENT TYPE: 010; 051; 055;

Intended for regular and special education teachers, the book offers a variety of discipline models and techniques for handling classroom discipline problems. This new edition has added the Assertiveness Model to the discipline models discussed, and added chapters on teacher values, the seriousness of student misbehavior, the professional team approach, and classroom management to prevent discipline problems. Chapters have the following titles: ""Introduction: Reaching the Breaking Point''; ""Beyond Theory to Classroom Practice''; ""The Supportive Model: Gordon's Teacher Effectiveness Training''; ""The Communication MODEL: Berne and Harris's Transactional Analysis''; ""The Valuing Model: Raths and Simon's Values Clarification''; ""The Social Discipline Model of Rudolf Dreikurs''; ""The Reality Model of William Glasser''; ""The Behavior Modification Model''; ""The Assertiveness Model of Lee and Marlene Canter''; ""The Behaviorism/Punishment Model of Engelmann and Dobson''; ""Strengths and Limitations of Today's Teacher-Student Interaction Models''; ""Decision Making Based on an Eclectic Approach''; ""Decision Making Based on the Degree of Seriousness of Student Behavior''; ""Decision Making Based on Student Social Development''; ""Decision Making Based on a Professional Team Approach''; ""Classroom Management: A Preventive Process''; ""Conclusion: A Better Tomorrow''. Appended is a summary of moral reasoning development from 7 years to adulthood based on the work of J. Piaget and L. Kohlberg. (DB)

DESCRIPTORS: *Behavior Problems; Elementary Secondary Education; *Models; *Classroom Techniques; *Discipline; Behavior Modification; Teacher Effectiveness; Transactional Analysis; Values Clarification; Reality Therapy; Punishment; Interaction Process Analysis; Teacher Student Relationship; Decision Making; Social Development; Interdisciplinary Approach; Prevention;

EC192576
Preventing Discipline Problems with Gifted Students.
Delisle, James R. And Others
Teaching Exceptional Children v19 n4 p32-38 Sum 1987; 1987-Sum 7P.
NOTE: Special Issue: Preventive Discipline in Special Education. For related information see EC 192 571-582.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 052;

Prevention of behavior problems among gifted students is considered in terms of typical behavior problems of the gifted, teacher behavior and classroom climate, and the importance of affective education. Teacher behaviors which structure the classroom for success are listed as are characteristics which encourage underachievement. (DB)

DESCRIPTORS: *Gifted; *Behavior Problems; Elementary Secondary Education; *Classroom Techniques; *Discipline; *Prevention; Underachievement; Humanistic Education;
IDENTIFIERS: *Preventive Discipline;

EC192575
Preventive Discipline in Early Childhood.
Strain, Phillip S.; Sainato, Diane M.
Teaching Exceptional Children v19 n4 p26-30 Sum 1987; 1987-Sum 5P.
NOTE: Special Issue: Preventive Discipline in Special Education. For related information see EC 192 571-582.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 052;

Preventive discipline in early childhood programs is discussed in terms of the importance of establishing class routines and rules, making smooth transitions, helping children learn to work in groups and to work independently, and understanding the definition of a good disciplinarian. (DB)

DESCRIPTORS: *Behavior Problems; *Early Childhood Education *Discipline; *Prevention; *Classroom Techniques; Classroom Techniques;
IDENTIFIERS: *Preventive Discipline;

EC192574
Teacher Behavior as Preventive Discipline.
DeLuke, Susan V.; Knoblock, Peter
Teaching Exceptional Children v19 n4 p18-24 Sum 1987; 1987-Sum 7P.
NOTE: Special Issue: Preventive Discipline in Special Education. For related information see EC 192 571-582.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 052;

Teacher behaviors which foster preventive discipline include

(cont. next page)

communicating respect to each student, seeking out diverse sources of information, developing curricula that prevent behavior problems, and implementing instructional procedures that minimize misbehaviors. A learning environment inventory which includes student assessment information and resources/materials information is offered. (DB)
DESCRIPTORS: *Behavior Problems; *Discipline; *Prevention; *Classroom Techniques; Classroom Environment; Teaching Methods ; Curriculum Development; Teacher Student Relationship; Elementary Secondary Education; Student Evaluation;
IDENTIFIERS: *Preventive Discipline;

EC192573
Structuring the Classroom to Prevent Disruptive Behaviors.
Stainback, William And Others
Teaching Exceptional Children v19 n4 p12-16 Sum 1987; 1987-Sum 5P.
NOTE: Special Issue: Preventive Discipline in Special Education. For related information see EC 192 571-582.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 052;
Specific suggestions to help teachers structure the classroom to prevent disruptive behaviors are offered in the areas of physical arrangement and ""traffic rules'', time management, assignments, grouping practices, classroom atmosphere, and professional demeanor. (DB)
DESCRIPTORS: Elementary Secondary Education; *Classroom Techniques; *Prevention; *Discipline; *Class Organization; *Classroom Environment; *Behavior Problems; Grouping (Instructional Purposes); Assignments; Time Management; Teacher Role;
IDENTIFIERS: *Preventive Discipline;

EC191327
Behavior That Makes ""Cents.''
Wood, Heather J.
Perspectives for Teachers of the Hearing Impaired v5 n2 p13-15 Nov-Dec 1986; 1986-No/De 3P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 055; 141;
A behavior management program which uses play money to motivate students and reinforce appropriate behavior helps elementary school students (including disabled students) develop responsibility for their behavior. All students in the class participate and are allowed to buy items from the class store with money earned. (CB)
DESCRIPTORS: *Disabilities; *Classroom Techniques; *Behavior Problems; *Behavior Modification; *Token Economy; *Positive Reinforcement; Mathematics Skills; Elementary Education;

EC19
Th
Your
Kr
B.
10F
ED
DO
Fr
ment
All
rece
n c
obse
DE
Disa
Mana
Inte
Teac
ID

EC17
Es
Co
Te
NO
ED
DO
A
on
syst
step
whos
mana
DE
Tech

EC16
As
Mana
Ma
Be
UM
ED
DO
Th
out-
stud
rela
Soc
beha
stud
DE

11147
e Effects of Social Skills Training on Mildly Handicapped
gsters in the Natural Setting Using the ACCEPTS Program.
auter, Rebecca And Others
C. Journal of Special Education v10 n3 p279-88 1986; 1986
.
RS: NOT AVAILABLE
CUMENT TYPE: 080; 143;
requency of rule violations was tabulated for two mildly
ally retarded and two learning disabled males (ages 9-11).
four received social skills training, and two additionally
ived contingency management intervention. Post-interventio
ata on rule violations and teacher approval ratings for
rved social skills yielded mixed results. (Author/JW)
SCRIPTORS: *Mild Mental Retardation; *Learning
bilities; *Interpersonal Competence; *Contingency
gement; *Behavior Problems; Classroom Techniques;
rmediate Grades; Discipline; Classroom Environment;
her Attitudes;
ENTIFIERS: *Social Skills Training;

2876
stablishing Behavior Control in the Classroom.
lvin, Geoffrey And Others
chniques v1 n3 p233-38 Jan 1985 oneshot; 1985-Jan 6P.
TE: Journal Availability: see, EC 172 870.
RS: NOT AVAILABLE
CUMENT TYPE: 080; 052;
two-step approach to establishing behavior control based
published research is presented. The first step describes
ematic strategies for managing group behavior. The second
describes procedures for dealing with individual students
e inappropriate behavior has not changed through the group
gement plan. (Author/CL)
SCRIPTORS: *Behavior Problems; *Discipline; *Classroom
niques; Intervention;

1005
ssertive Discipline: An Effective Classwide Behavior
gement Program.
ndlebau, Linda Higbee And Others
havioral Disorders v8 n4 p258-64 Aug 1983; 1983-Aug 7P.
I
RS: NOT AVAILABLE
CUMENT TYPE: 080; 143;
e effects of an Assertive Discipline program on reducing
of-seat and inappropriate talking among third grade
ents were investigated. Results indicated a functional
tionship between the program and the dependent measures.
al validation was provided by informal measures of teacher
vior and interviews with the principal, teacher, and
ents. (Author/CL)
SCRIPTORS: *Behavior Problems; *Classroom Techniques;

(cont. next page)

*Discipline; *Behavior Change; Primary Education; Program Effectiveness; Assertiveness;
IDENTIFIERS: *Assertive Discipline;

EC160309
Discipline and Behavioral Management: A Handbook of Tactics, Strategies and Programs.
Sabatino, David A. And Others
1983- 379P.
Aspen Systems Corporation, 1600 Research Blvd., Rockville, MD 20850 ($29.95).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-89443-933-2
DOCUMENT TYPE: 010; 052;

The text is intended to explore teacher attitudes to discipline and examines components of classroom and administrative approaches for dealing with common disruptive behavior. The initial chapter provides an overview of the problem of discipline in the schools, noting litigational issues surrounding corporal punishment and approaches used to prevent violence and vandalism. Suggestions regarding prevention of discipline problems in chapter 2 center on such aspects as trust and respect, classclimate, and social reinforcement. A third chapter reviews past methods of isolation, expulsion, suspension, and detention, and proposes alternative practices for each. Chapter 4 offers examples of common behavior problems (such as chronic disobedience, interruptions, and disruption of class) and possible remediation and management ideas for each. The management techniques incorporate aspects of behavioral, humanistic, psychoeducational, medical, and psychodynamic models. In the fifth chapter, 12 programs wich have been successful in providing discipline are described. Programs selected include inservice teacher education programs, Saturday mornign sessions for supervising out-of-school suspension, programs to reduce vandalism, and programs using peer relationships and groupdecisionmaking to model appropriate behavior. Chapter 6 focuses on objectives, activities, and materials for enhancing students'social development. Personal development and self realization are th concern of chapter 7 which includes a section on emotionality and learning disabilities. Procedures for developing behavioral and cognitive self control are explored in chapter 8, while the concluding chapter considers issues and approaches to students' substance abuse. (CL)

DESCRIPTORS: *Behavior Problems; *Discipline; *Classroom Techniques; *Discipline Policy; *Prevention; Elementary Secondary Education; Teaching Methods; Expulsion; Suspension; Corporal Punishment; Self Control; Punishment; Self Concept; Vandalism; Teacher Role; Teacher Attitudes;

EC150591
Problem Behavior Management: Educator's Resource Service.
Algozzine, Bob
1982- 150+P.
Aspen Systems Corp., 1600 Research Blvd., Rockville, MD

20850 ($79.00 Includes 2 Updates).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-89443-678-3
DOCUMENT TYPE: 052;

The resurce guide contains seven units to assist teachers in identifying and remediating problem behaviors of children and adolescents. The guide is presented in a loose leaf binder to accommodate future periodic updates. The first unit addresses the behavioral basis with discussions on the state of the art, importance of assessment, and exemplary approaches. Next, a unit on treatment perspectives by J. Olson covers aspects such as systematic densensitization, token systes, precision teaching, and self management. The third unit, on general skill improvement, gives such advice to teachers as learning how students do their work, using the right materials, and working with parents and volunteers. In the fourth unit, emotional problems such as low frustration tolerance, low self concept, anxiety, and temper tantrums are discussed along with approaches for improvement. Next, ways to improve social problems including disruptiveness, nonattention, achievement anxiety, and socia withdrawal are proposed. In the sixth unit, K. Algozzine gives guidelines for classroom use of music, play, art, and bibliotherapy. In the last unit, S. Freeman makes suggestions for improving skills of secondary students including setting goals and providing learning activities to improve basic academic study, and affective skills. (MC)

DESCRIPTORS: *Behavior Problems; *Behavior Modification; *Skill Analysis; *Classroom Techniques; *Discipline; Resource Materials; Elementary Secondary Education; Skill Development; Behavior Development; Emotional Development; Social Development; Therapy; Teaching Methods;

EC141845

Administrative Considerations, Actions and Procedures for Developing and Implementing an Alternative Program for Disruptive and Disciplinary Problem Youth in a Metropolitan School System.

Robledo, Yolanda Garza
1980- 226P.
NOTE: University of Houston.
UMI, P.O. Box 1346, Ann Arbor, MI 48106 ($24.00 pc, $13.00 mf) Order No. 8105361.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 041; 143;

Results of the survey of 11 metropolitan school districts showed that teachers, administrators, and other educational professionals consider discipline a major problem, that the legal factors of due process and student/parent rights are important issues to be considered in developing alternative programs, and that the most significant programs that should be considered are counseling programs, psychological services, and home visitation programs. (PHR)

DESCRIPTORS: *Behavior Problems; *Nontraditional Education; *Administrator Attitudes; *Teacher Attitudes; *Discipline

(cont. next page)

Problems; High Schools; Urban Schools; Due Process; Special Programs; School Surveys;

EC140939

Outer Dimensions of Classroom Conflict.

5P.

NOTE: 28min/black and white/1/2 inch reel to reel/3/4 inch cassette. A Trainer's Manual is a part of the CONSERT Project. Previously entered in ERIC (ED 199 216, Clearinghouse No. SP 017 623).

Box 688-UTD, Richardson, TX 75080 ($48.50).

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 141; 051;

The materials described in the manual are based on a series of anecdotes of conflict situations in secondary classrooms. The situations focus on emotional and behavioral problems of adolescents. The trainer's manual is intended to be used with a videotape cassette that depicts fifteen vignettes of classroom events in which student behavior problems are portrayed. A series of teacher's response forms is provided for each episode, offering choices between five clusters of teacher behaviors. The clusters are: authoritative-appealing to outside authority; neutral facilitation; incentive manipulation; interview and supportive intervention; and deliberate ignoring. The vignettes are presented in narrative form along with the worksheets and may be used with or without the accompanying videotape. (JD)

DESCRIPTORS: *Emotional Disturbances; *Adolescents; *Behavior Problems; *Classroom Techniques; *Conflict Resolution; Discipline Problems; Informal Assessment; Mainstreaming; Secondary Education; Student Teacher Relationship; Teacher Behavior; Teacher Response;

EC140291

Attention Structure, Anti-Societal Behavior, and Peer Group Regulation of Behavior among Adolescent Students.

Bart, William M.

Adolescence v16 n62 p433-42 Sum 1981; 1981-Sum 10P.

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 080; 143;

A study involving 30 seventh and eighth graders in a racially integrated school with a high incidence of antisocietal behavior revealed mixed confirmation for the ethological thesis underlying antisocietal behavior. Findings suggest that schools with high antisocietal behavior should couple discipline with instruction on effective communication between students. (CL)

DESCRIPTORS: *Behavior Problems; *Antisocial Behavior; *Peer Relationship; Junior High Schools; Discipline; Student Attitudes; Teacher Attitudes; Communication Skills;

IDENTIFIERS: *Ethology;

EC
(D
ma
pa
$8
19
pr
wo
se
pa
be
Ma
pr
of
co
ex
me
th
so
a
de
in
pr
*T
Ed
Ed
Te
EC
De
Sc
($
ha
be
ap

133061
Video Training Workshops on Child Variance.
Morse, William B.; Smith, Judith M.
Council for Exceptional Children, Reston, Va.
 12P.
SPONSORING AGENCY: Bureau of Education for the Handicapped
HEW/OE), Washington, D.C.
NOTE: Six 3/4 inch videocassettes/Workshop leader's
nual/Activity sheets/""Understanding Child Variance"" is a
rt of the kit or sold separately as Product No. 200 for
.75; $7.44 CEC member price, ISBN-0-86586-099-8.
The Council for Exceptional Children, Publication Sales.
20 Association Dr., Reston, VA 22091 ($595.00 complete
ogram; $505.75 CEC Member price, Product No. 199).
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 100; 052;
The kit, consisting of six video training workshops, a
rkshop leader's manual, activity sheets, and a text with
lf instructional modules, is designed to help teachers,
rents, and paraprofessionals understand the range of variant
haviors occuring in elementary and secondary classrooms.
terials are designed to be used in five 2 hour inservice or
eservice workshops. One videocassette features 15 incidents
 problem behavior while the remaining five present
ntrasting interpretations of the problem behavior by 10
perts in special education, sociology, psychology, and
dicine. The text presents self instructional modules on six
eoretical positions: psychodynamic, behavioral, biophysical,
ciological, ecological, and alternative. Each unit includes
 pre- and posttest, a brief history of the position,
scription of terms, and a review of diagnostic and
tervention techniques. The workshop leader's manual outlines
ocedures and activities for five workshops. (CL)
DESCRIPTORS: *Behavior Problems; *Teacher Workshops;
heories; *Classroom Techniques; Elementary Secondary
ucation; Inservice Teacher Education; Preservice Teacher
ucation; Intervention; Discipline; Videotape Recordings;
acher Education;

131873
**How to Handle Problem Behaviors in School: A Manual for
aling with Problems Most Frequently Faced by Elementary
hool Personnel.**
Silverman, Marvin
1980- 88P.
H and H Enterprises, Inc., Box 1070 H-2, Lawrence, KS 66044
3.25, sold in sets of 4 only, add 7% for postage and
ndling $2.00 minimum).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-89-79-049-3
DOCUMENT TYPE: 052; 010;
The book is intended to help school personnel improve the
havior and motivation of school children through the
plication of behavior management techniques. Principles of

(cont. next page)

behavior modification are outlined in the first chapter and include specifying a behavioral goal to be reached by the child, presenting a punishment or reward immediately after the behavior is exhibited, and selecting a reinforcer that is meaningful to the child. Brief chapters apply the principles to the following areas: reasons for the lack of effectiveness of corporal punishment, ignoring and praising behavior, improving behavior and motivation, avoiding conflicts, improving school attendance, reducing lying and tattling, helping the child with school phobia, improving cafeteria behavior, helping the shy and nonassertive child, teaching manners and respect for others, helping the hyperactive child, developing an after school guidance activities program, and improving standardized test performance. The final two chapters give note of other effective techniques to change behavior and offer a list of suggested readings. (DB)

DESCRIPTORS: *Behavior Problems; *Behavior Modification; *Discipline; *Classroom Techniques; Hyperactivity; Corporal Punishment; Social Reinforcement; Motivation; Attendance; School Phobia; Withdrawal (Psychology); Standardized Tests; After School Programs; Guidance;

EC130611

Class Control and Behaviour Problems: A Guide for Teachers.

Saunders, Malcolm

1979- 228P.

McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10020 ($9.95)

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 055;

Practical strategies for teachers to achieve and maintain student behavior are detailed in the text. Thirteen chapters address the following specific issues (sample subtopics in parentheses): background and rationale; distinctions between sickness and behavior problems (origin, classification); current theories; teacher behavior (conflict, change, stress); class management (atmosphere); the school's role in reducing disruptive behavior; supportive agencies (health, social services); emotional maladjustment (effects of stress on children); identification of need for special help (assessment instruments); functions and roles of a specialist (behavior modification, counseling, group therapy); and specific problems (problems of immigrants, unlawful school absence, death and separation). The final chapter sets forth situations and cases with listings of possible teacher interventions. (CL)

DESCRIPTORS: Emotional Disturbances; *Behavior Problems; Elementary Secondary Education; *Classroom Techniques; *Discipline; Theories; Classification; Student Evaluation; *School Role; *Teacher Role; *Teacher Behavior; Emotional Adjustment; Teaching Guides;

EC130452
Classroom Management.
Doyle, Walter
1980- 31P.
Kappa Delta Pi, P.O. Box A, West Lafayette, IN 47906 ($3.00)
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 052;

The booklet offers guidelines for maintaining order in the classroom. An initial section addresses the features of classroom motion, classroom demands, and the relationship between activities and classroom order. Section II focuses on some of the basic processes involved in accomplishing class cooperation: beginning the year, selecting and arranging activities, monitoring and timing activities used in the classroom, and stopping misbehavior. (SBH)

DESCRIPTORS: *Behavior Problems; *Classroom Techniques; Teaching Methods; Teacher Role; *Discipline;

EC123617
When Classroom Control is Slipping Away, Ask Yourself... (Behavioural Control Through Naturalistic Solutions).
Eaton, Marie; Hansen, Cheryl L.
B.C. Journal of Special Education v3 n4 p335-56 Win 1979;
1979-Win 22P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 070;

A review of behavioral research in the area of classroom management is presented. Four questions for teachers to ask themselves when a problem in the classroom arises explore the appropriateness of the instructional materials, student understanding of teacher expectations, management effectiveness, and sources of help. Techniques for coping with classroom problems are provided. Methods for enhancing student self control, such as writing an essay on the consequences of disruptive behavior, are considered. The use of token economies and other tactics (e.g., time out) are described. A taxonomy of suggestions is included. (PHR)

DESCRIPTORS: *Behavior Problems; Elementary Secondary Education; Literature Reviews; Educational Research; *Behavior Change; *Behavior Change; *Classroom Techniques; *Discipline;

EC123550
Classroom Management: A Guide for the School Consultant.
Tanaka, Jack
1979- 199P.
Available from Charles C Thomas, 301-327 E. Lawrence Ave., Springfield, IL 62717 ($16.75)
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 055;

Intended for school consultants, the book discusses the classroom management of problem student behaviors from a social learning perspective. In the section ""Preparation for Consultation,'' the role of the consultant is defined, the

(cont. next page)

negotiations with teachers and principals are outlined, and some behavioral concepts relevant to classroom management are presented. The section ""Problem Solving'' proposes a series of steps to be taken in the school consultation process, covering such topics as specifying and assessing problem student behaviors, implementing behavior measurement, specifying desirable behaviors, identifying positive reinforcers, delineating contingent relationships, and fostering positive interactions. An example of a classroom management program employing a point system is presented, along with examples of agendas, letters, and forms that may be used during consultation. The section ""Consultation Experiences'' presents special difficulties and emotional issues that are often encountered during actual consultations. A glossary and list of selected readings are appended. (Author/DLS)

DESCRIPTORS: *Behavior Problems; *Consultants; *Socialization; *Discipline; *Teaching Methods; Consultation Programs; *Reinforcement; *Behavior Change; *Evaluation Methods; *Classroom Techniques;

EC122432

Basic Techniques for Early Classroom Intervention.

Caldwell, Judith

Pointer v24 n1 p53-60 Fall 1979; 1979-Fal 8P.

Available from UMI

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 052;

Basic management of disruptive classroom behavior is a necessary aspect of classroom control. Three basic techniques are planned: ignoring, in which inappropriate behavior is not reinforced; signal interference, in which nonverbal signals on the part of the teacher affect behavior change; and proximity control, in which the teacher's physical proximity to the disturbance brings about desired behavior change. (PHR)

DESCRIPTORS: *Behavior Problems; Elementary Secondary Education; *Classroom Techniques; *Discipline; *Student Behavior; Reinforcement; *Behavior Change; Nonverbal Communication; *Proximity;

EC122430

A Principal's Checklist for School Behavior Management.

Fagen, Stanley A. And Others

Pointer v24 n1 p32-44 Fall 1979; 1979-Fal 13P.

Available from UMI

EDRS: NOT AVAILABLE

DOCUMENT TYPE: 052;

A checklist for helping administration, staff, students, and parents manage school behavior is presented. The eight main areas covered include: behavior expectation and values; communicated expectations; strategies for preventing behavior problems; strategies for promoting student coping skills; strategies for reacting to behavior problems; consultation, support, and staff development; individualized educational planning; and feedback and evaluation. Each of the main areas nas two or more subcategories. Each subcategory is dicussed and a table illustrating the continuum of permissible disciplinary reaction for unacceptable student behavior is orovided. (PHR)

DESCRIPTORS: *Behavior Problems; Elementary Secondary Education; *Classroom Techniques; Student Teacher Relationship ; *Student Behavior; *Teacher Response; Discipline; Principals ; Check Lists;

C120887
Strategies in Classroom Management.
Shrigley, Robert L.
NASSP Bulletin v63 n428 p1-9 Sep 1979; 1979-Sep 9P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 052;

Six strategies for the management of behavior problems in a classroom at the secondary school level are presented. The six are as follows: (1) deliberately designed coping skills curb surface disruptive behavior of students; (2) excellent eaching tends to prevent disruption; (3) teachers should colerate normal, but sometimes irritating student behaviors ypical for the age group being taught; (4) free expression and due process granted students have resulted in better informed teachers and increased use of preventative echniques; (5) punishment is one alternative for modifying deviant behavior; and (6) the teacher cannot be expected to solve all the problems in the classroom singlehandedly. (PHR)

DESCRIPTORS: Emotional Disturbances; *Behavior Problems; Secondary Education; Coping; *Classroom Techniques; *Classroom echniques; Discipline; *Change Strategies; Civil Rights; Educational Legislation; Behavior Change; *Teacher Response; eaching Methods; Teaching Guides;

C114461
Teaching the Behavior Disordered Child.
Neel, Richard S.
Early Years V9 N8 P27-30 Apr79; 1979-APR 4P.
EDRS: NOT AVAILABLE

=A 3 Suggestions are given to help regular class teachers ieal with mainstreamed behavior problem children. Examples are orovided of overactive, aggressive, and disturbed children's oehavior. Methods to help students blow off steam and to orovide natural consequences for student actions are iiscussed. (CL)

DESCRIPTORS: *Behavior Problems; Aggression; Emotional isturbances; Early Childhood Education; *Mainstreaming; Teaching Methods; Behavior Change; Discipline; *Classroom echniques; Classroom Techniques;

DIALOG File 54: ECER/EXCEP CHILD - 66-89/JUL

EC111322
Reward Direction--Not Perfection.
Krumboltz, John D.; Duckman-Shoor, Laurie
Theory into Practice V16 N4 P243-250 Oct 1977; 1977-OCT 8P.
EDRS: NOT AVAILABLE

=A 3 The principle of successive approximations, which summarizes learning as a series of small steps, is described and applied to changing problem behavior in students. One example is given for using the principle to remediate calling out of turn in class. It is reported that the instructor who teaches according to the principle becomes a keen observer of student behavior, a good task analyzer, and a skilled learning manager. The following criticisms of the approach are cited and discussed: it requires more work from the teacher; it requires the teacher to change teaching habits; it involves lowering standards; it sets up inequality in student treatment; and it presents problems in terms of traditional grading. (SBH)

DESCRIPTORS: Emotional Disturbances; *Behavior Problems; Elementary Secondary Education; *Behavior Change; *Positive Reinforcement; *Contingency Management; Teaching Methods; Classroom Techniques;

EC102574
Maintaining Productive Student Behavior.
1977- 39P.
National Education Association, 1201 16th St., N.W., Washington DC 20036 (No. 1504-5-00) ($3.00).
EDRS: NOT AVAILABLE

=A 3 The author presents a review of professional literature and research studies on constructive and disruptive student behavior. Utilizing the literature survey as a base, an initial chapter provides some ideas on how educators can begin to develop a logical and orderly examination of the problem in their own school district or school situation. Subsequent chapters cover a model for improving student behavior in the educational setting and basic processes for arriving at and maintaining constructive behaviors in young children. Selected research references are listed, and a copy of the Disruptive Behavior Inventory is appended. (SBH)

DESCRIPTORS: Emotional Disturbances; *Behavior Problems; Early Childhood Education; Elementary Secondary Education; Research Reviews (Publications); Literature Reviews; *Classroom Techniques; *Behavior Change; Discipline; Classroom Techniques;

EC102520
Teaching Disruptive Adolescents: A Game Worth Winning.
Wilde, John W.; Sommers, Peggy
Phi Delta Kappan V59 N5 P342-347 Jan 78; 1978-JAN 6P.
EDRS: NOT AVAILABLE

=A 3 The authors suggest four methods for preventing behavior problems in students: giving students a rationale for the subject matter, informing them of goals and objectives, structuring the classroom to allow students to choose their

own goals, and giving them input in rule formation. (CL)
DESCRIPTORS: *Behavior Problems; Secondary Education; *Discipline; *Classroom Techniques; Educational Methods;

EC102515
A New View of the Dynamics of Discipline.
Kindsvatter, Richard
Phi Delta Kappan V59 N5 P322-325 Jan 78; 1978-JAN 4P.
EDRS: NOT AVAILABLE

=A 3 The author considers sources of student misbehavior (including student adjustment problems and negative attitudes toward the teacher and/or class), and examines three components of discipline: behavior expectations, behavior adjustment, and control techniques. The interaction between sources of student misbehavior and the components of discipline is discussed, and a matrix is provided. (CL)
DESCRIPTORS: Emotional Disturbances; *Behavior Problems; Education; Elementary Secondary Education; *Discipline; *Classroom Techniques; Student Behavior; *Student Teacher Relationship;

EC102380
Discipline and Learning: An Inquiry Into Student-Teacher Relationships. Revised Edition.
1977- 158P.
National Education Association, 1201 16th St., NW, Washington DC 20036.
EDRS: NOT AVAILABLE

=A 3 Presented are 22 papers on the relationship between discipline and learning as seen by teachers, administrators, counselors, psychologists, school board members, and lawyers. Papers touch on the following topics (sample subtopics in parentheses): discipline (an account of how an inner city school learned to deal with disruptive youth in a positive way); historical perspectives (a comparison of behavior problems ranked according to seriousness in 1928 and 1972); punishment (the case against short suspensions); behaviorism (behavioral group counseling with disruptive children); student response to control (teaching students to modify teachers' behavior); special issues today (an approach to discipline in urban schools); and order and justice (two contrasting solutions for school violence). (CL)
DESCRIPTORS: *Education; Emotional Disturbances; *Behavior Problems; Elementary Secondary Education; *Discipline; Behavior Change; *Operant Conditioning; Classroom Techniques; Contingency Management; *Punishment; Discipline Problems; Discipline Policy; Suspension; Urban Education; Educational Philosophy; History; Legal Problems; Teacher Role; Student Teacher Relationship; Violence; *Learning;

EC100705
Managing Inappropriate Behaviors.
Lovitt, Thomas C.
Teacher V95 N5 P81-82 Jan 1978; 1978-JAN 2P.
EDRS: NOT AVAILABLE

=A 3 Strategies are suggested for dealing with inappropriate classroom behaviors of mainstreamed handicapped children. Considered are preliminary strategies (such as stating goals and explaining the rules), motivation techniques (including using a token economy), and reducing inappropriate behavior by giving something (such as unpleasant consequences for frequent inappropriate behavior) or taking away something (such as the opportunity to get reinforcement). (CL)

DESCRIPTORS: *Disabilities; Elementary Secondary Education; *Behavior Problems; *Classroom Techniques; *Classroom Techniques; Discipline; *Behavior Change; Operant Conditioning ; Motivation; Mainstreaming; Contingency Management;

EC100523
An Evaluation of Daily Report Cards with Minimal Teacher and Parent Contacts as an Efficient Method of Classroom Intervention.
Lahey, Benjamin B. and Others
Behavior Modification V1 N3 P381-394 Jul 1977; 1977-JUL 14P.
EDRS: NOT AVAILABLE

=A 3 An experiment using daily report cards to modify behavior during rest periods was conducted with 50 normal kindergarten children from two classrooms. Targeted was the excessive amount of disruption that occurred during rest periods. Measurement, which required minimal changes in the teacher's established procedures, was completed in 20 minutes each day during rest period. Children took home a ""Brag Sheet'' at the end of each day wherein they were rated on 7 positive type behaviors. Results suggested that the use of daily report cards, which required no special training of either parents or teachers, represent a highly efficient method of indirect intervention with behavior problems of children. (MH)

DESCRIPTORS: Exceptional Child Research; *Behavior Problems Early Childhood Education; *Behavior Change; *Report Cards; *Classroom Techniques; Informal Assessment; Intervention; *Positive Reinforcement;

EC093109
Classroom Management: A Model for the Identification, Development, and Assessment of Competencies.
Goodman, Gay; Pendergrass, R.A
Peabody Journal Jof Education Jv54 Jn3 Jp196-200 Apr077; 1977-APR 5P.
EDRS: NOT AVAILABLE

=A 3 An eclectic model of classroom management skills incorporating disciplinary, behavioristic, and therapeutic approaches is presented. Necessary areas of teacher competence are identified in reference to decisions about student and teacher roles and classroom environment, intervention strategies when student behavior fails to conform to expectations and the ability to interpret and respond to children's emotional needs. It is recommended that teacher training programs introduce concepts at the cognitive level before providing opportunities for application in classrooms. The authors maintain that assessment of teachers' behavior management skills must encompass the teacher's cognitive knowledge, actual classroom interaction and effects on student behavior. (GW)

DESCRIPTORS: Emotional Disturbances; *Behavior Problems; *Models; *Classroom Techniques; Discipline; *Teacher Education ; Intervention; Emotional Problems; *Teaching Skills;

EC091297

Responding to Student Misbehavior.

Gorton, Richard A.

National Association of Secondary School Principals (NAASP) Bulletin V61 N405 Jan01977; 1977-JAN 9P.

EDRS: NOT AVAILABLE

=A 3 Discussed is the administrator's role in coping with behavior problems in the school through nonpunitive approaches to changing the student and methods of changing the school environment. Stressed is the remediation of learning problems frequently underlying misbehavior through such techniques as behavior modification. Alternative educational programs such as work study programs and special classes or schools for chronic misbehavers are examined in terms of seven guidelines such as careful screening and assignment of students and a teacher who wants to work with these kinds of students. (DB)

DESCRIPTORS: Emotional Disturbances; *Behavior Problems; Elementary Secondary Education; *Administrator Role; Classroom Techniques; *Work Study Programs; *Special Classes; *Discipline;

EC090646

Reducing Inappropriate Classroom Behaviour of Retarded Students Through Three Procedures of Differential Reinforcement.

Deitz, S. M. and Others

Journal of Mental Deficiency Research V20 N3 P155-170 Sep 1976; 1976-SEP 16P.

EDRS: NOT AVAILABLE

=A 3 Studied in six experiments was the effectiveness of reducing inappropriate classroom behavior in 22 adolescent EMR Ss through the use of three positive reinforcement procedures: the differential reinforcement of low rates of responding (DRL), theOdifferential reinforcement of other behavior (DRO), and the differential reinforcement of incompatible responding (DRI). TwoOexperiments were conducted to test the effectiveness of each differential reinforcement procedure. In the experiments involving DRL disruptive behavior was reduced in an individual student and in a class of 14 students. DRO

(cont. next page)

was effective in reducing the disruptive behavior in one male student, and reducing talking out in two pairs of students. The DRI procedure proved successful in reducing sleeping in class of one student, andOin reducing aggressive talking out behavior in one student. Successful results indicated that these procedures may be effective alternatives to common procedures, such as punishment, used to reduce inappropriate behavior in the classroom. (PT)

DESCRIPTORS: *Mild Mental Retardation; *Positive Reinforcement; *Behavior Change; *Behavior Problems; Exceptional Child Research; Mental Retardation; Elementary Secondary Education; Operant Conditioning; Antisocial Behavior ; Classroom Techniques;

EC081106

The Elimination of Discipline Problems Through a Combined School-Home Motivational System.

Ayllon, Teodoro and Others

Behavior Therapy V6 N5 P616-626 Oct 75; 1975-OCT 11P.

EDRS: NOT AVAILABLE

*A 3 Upon discovering limitations in a school based reinforcement program to eliminate discipline problems in a class of 23 third graders, a procedure was designed which linked the child's daily classroom behavior to consequences provided at home by parents. To give the child and parent feedback, a "Good Behavior'' letter wasOsent home if the student met criteria for good conduct. Parents then provided differential consequences in the home based on receipt or nonreceipt of the letter. Findings showed that within a day, contingent presentation of the letter decreased disruptive behavior to a mean of 10% (baseline prior to the program was set at 90%); and that when the letter was given irrespective of conduct in school, disruption rose to 50%. (Author/SB)

DESCRIPTORS: Exceptional Child Research; *Behavior Problems Primary Education; *Reinforcement; *Parent Influence; *Classroom Techniques; Discipline; Feedback; Parent School Relationship; Motivation;

EC073392

Eliminating Classroom Disturbances of Emotionally Disturbed Children by Positive Practice Procedures.

Azrin, N. H.; Powers, M. A.

Behavior Therapy V6 N4 P525-534; 1975-JUL 10P.

EDRS: NOT AVAILABLE

*A 3 In a study involving six emotionally disturbed boys (7-11 years old) enrolled in a special education class, the effectiveness of the Positive Practice (PP) procedure to eliminate disruptive behavior was evaluated. During 20 minute class periods, theOincidence of disruptive behaviors (speaking aloud or getting out of the seat without authorization) was compared for the four study phases: warnings, reminders and reinforcements; loss of recess; delayed PP; and immediate PP. The PP procedure required the child to practice asking permission to speak out or leave his seat after a disruptive episode. Disruptive actions decreased by 95% when the practice requirement was delayed and by 98% when it was immediate, as compared to 60% reduction during the loss-of-recess procedure. The principal advantage of the PP procedure over the alternative methods was its reeducative value as well as its greater effectiveness. (Author/SB)

DESCRIPTORS: Exceptional Child Research; *Emotional Disturbances; *Behavior Problems; *Children; Discipline; Classroom Techniques; *Behavior Change; *Operant Conditioning;

IDENTIFIERS: *Positive Practice;

DIALOG File 54: ECER/EXCEP CHILD - 66-86/NOV

EC172820
How to Integrate the Visually Impaired.
Hodgson, Ann
British Journal of Special Education v12 n1 p35-37 Mar 198;
1985-Mar 3P.
EDRS: NOT AVAILABLE
Document Type: 080; 055;

The types of planning and school and classroom organization necessary to mainstream visually impaired students are examined, general teaching suggestions are offered, and modifications to the traditional classroom are suggested. (CL)

Descriptors: *Visual Impairments; *Mainstreaming; Elementary Secondary Education; Teaching Methods; Classroom Techniques;

EC172646
Insuring Classroom Success for the LD Adolescent.
Haman, Theresa A. And Others
Academic Therapy v20 n5 p517-24 May 1985; 1985-May 8P.
UMI
EDRS: NOT AVAILABLE
Document Type: 080; 055;

The article lists sources of assistance and teaching strategies used by 71 secondary classroom teachers perceived by teachers of learning disabled students as highly effective teachers for that population. Sources and strategies cover 10 academic disciplines: business, home economics, industrial arts, mathematics, English, music, physical education, science, social studies, and vocational education. (CL)

Descriptors: *Learning Disabilities; *Mainstreaming; *Teaching Methods; *Classroom Techniques; Secondary Education *Teacher Effectiveness;

EC171868
How to Integrate the Hearing Impaired.
Hodgson, Ann
Special Education: Forward Trends v11 n4 p27-29 Dec 1984;
1984-Dec 3P.
UMI
EDRS: NOT AVAILABLE
Document Type: 080; 055;

Suggestions are offered for facilitating integration of hearing impaired and deaf students. Considerations cover three main areas: school organization, the pupil, and the classroom. The importance of understanding the student's fatigue is emphasized. (CL)

Descriptors: *Hearing Impairments; *Mainstreaming; Deafness Classroom Environment; School Organization;

EC171411
The Exceptional Student in the Regular Classroom. Third Edition.
Gearheart, Bill R.; Weishahn, Mel W.
1984- 420P.
C.V. Mosby, 11830 Westline Industrial Dr., St. Louis, MO

63146 ($24.95).
EDRS: NOT AVAILABLE
Report No.: ISBN-0-8016-1756-1
Document Type: 010; 052;

The text is intended to provide basic information for the regular classroom teacher who will work with mainstreamed mildly handicapped students. Introductory chapters address the following topics (sample subtopics in parentheses): historical and philosophical basis for special education (effects of litigation on programs for the handicapped); and the legal framework for services (P.L. 94-142, legislation and policies regarding gifted education, advantages of the least restrictive setting). The succeeding eight chapters are devoted to strategies for educating students with hearing impairments, visual impairments, orthopedic and other health impairments, speech disorders, mental retardation, learning disabilities, behavioral disorders, and gifted and talented students. Each of the chapters offers suggestions for the regular classroom teacher. The concluding two chapters emphasize instructional and accommodative approaches and the importance of good personal interaction. (CL)

Descriptors: *Mild Disabilities; *Gifted; *Classroom Techniques; *Mainstreaming; Elementary Secondary Education; Hearing Impairments; Visual Impairments; Speech Handicaps; Mental Retardation; Learning Disabilities; Behavior Disorders Teaching Methods; Teacher Attitudes;

EC171382

Curriculum Adaptations: A Mainstreaming Model for Use in EDG 6250, The School Curriculum.

Criss, Marty
1983- 20+P.

Note: Contained in: Special Education Training for General Education Doctoral Students. Final Report, June 1, 1982-August 31, 1984 (see EC 171 377). For related documents see, EC 171 378-381.
EDRS: NOT AVAILABLE
Document Type: 052;
Geographic Source: U.S.; Florida

A module is presented for teachers of mainstreamed handicapped students. The module is outlined for a 3-hour class and includes the following topic areas (sample subtopics in parentheses): introduction/rationale; idea of curricular adaptation (observation, instructional design, material selection); classroom grouping (structure of learning tasks, students' task persistence); academic learning time (teacher behaviors to increase academic learning time, group work. Case studies of eight mainstreamed students are presented, and group assignments regarding curriculum adaptations are offered. (CL)

Descriptors: *Disabilities; *Mainstreaming; *Curriculum Development; *Classroom Techniques; Elementary Education; Teacher Education; Teaching Methods; Grouping (Instructional Purposes);

DIALOG File 54: ECER/EXCEP CHILD - 66-86/NOV

EC170777
Adapting Instruction for the Mainstream.
Wood, Judy W.
1984- 226P.
Charles E. Merill, 1300 Alum Creek Dr., Box 508, Columbus, OH 43216 (no price quoted).
EDRS: NOT AVAILABLE
Report No.: ISBN-0-675-20129-2
Document Type: 010; 052;

The text examines the instructional part of a model for mainstreaming mildly handicapped students. The first chpater provides an overview on mainstreaming in terms of the law, the problems, and the teacher's role. A chapter on identification reviews federal definitions of handicapping conditions, describes five stages in the referral to placement process, and considers uses of test data. The succeeding five chapters deal with specific classroom approaches to facilitate mainstreaming (sample subtopics in parentheses): adapting the environment (preparing the master schedule, designing the physical environment); adapting instruction (learning and conditions affecting learning styles); modifying lesson plans (components of lesson plans, ways to present the lesson); managing the classroom (techniques involving the physical organization of the classroom, grouping, peers, assignments, and preventing planning before mainstreaming); and evaluating students in the mainstream (adaptations on the regular classroom tests, alternative grading procedures, and graduation requirements). (CL)

Descriptors: *Mild Disabilities; *Mainstreaming; *Classroom Techniques; *Student Evaluation; *Evaluation Methods; *Lesson Plans; Elementary Secondary Education; Models; Class Organization; Classroom Environment; Teaching Methods; Cognitive Style; Curriculum Development;

EC162382
Integrating Physically Handicapped Pupils.
Hodgson, Ann
Special Education: Forward Trends v11 n1 p27-29 Mar 1984;
1984-Mar 3P.
UMI
EDRS: NOT AVAILABLE
Document Type: 080; 055;

Intended for regular class teachers working with mainstreamed physically handicapped pupils, the article offers guidelines regarding school organization, conditions directly affecting the pupil, and classroom considerations. A brief review of the major conditions (such as allergies, cerebral palsy, and muscular dystrophy) is presented. (CL)

Descriptors: *Physical Disabilities; *Mainstreaming; Elementary Secondary Education; Classroom Environment;

EC161384
Teaching Children to Be Independent Learners: A Step-by-Step Strategy.
Cohen, Sandra; deBettencourt, Laurie

Focus on Exceptional Children v16 n3 p1-12 Nov 1983; 1983-Nov 12P.
UMI
EDRS: NOT AVAILABLE
Document Type: 080; 141;
The model to aid regular teachers in providing the most personalized attention to the greatest number of mainstreamed students is presented with descriptions and illustrations of students' responsibilities (following directions, approaching tasks, obtaining assistance, gaining feedback, and gaining reinforcement) and teachers' responsibilities (materials organization, work areas, time constraints, task transitions). (MC)
Descriptors: *Disabilities; *Mainstreaming; *Models; *Teacher Responsibility; *Student Responsibility; Classroom Techniques; Elementary Education;

EC160988
Delivering Industrial Arts Instruction to Mildly Handicapped Learners.
Horton, Steven
Career Development for Exceptional Individuals v6 n2 p85-92 Fall 1983; 1983-Fal 8P.
UMI
EDRS: NOT AVAILABLE
Document Type: 080; 141;
Eight educable mentally retarded junior high students were integrated into an industrial arts class through an approach modifying direct instruction and lead time orientation, testing procedures, record-keeping simplifications, equipment certification, project procedures, daily data records, and grading. (CL)
Descriptors: *Mild Mental Retardation; *Industrial Arts; *Mainstreaming; Junior High Schools; Equipment; Classroom Techniques; Teaching Methods; Grading; Vocational Education;

EC160376
Preparing Students for Mainstreaming: Practical Tips for Teachers.
Bunting, Sharon R.
1982- 85P.
Cedars Press, P.O. Box 29351, Columbus, OH 43229 ($8.90).
EDRS: NOT AVAILABLE
Report No.: ISBN-0-936-326-02-6
Document Type: 055;
The handbook is intended to help special educators deal with organizational and structural issues of mainstreaming mildly handicapped elementary students. A systematic management approach is stressed. Consideration of classroom management aspects touches upon recommendations for arranging the physical environment of the special class and the class schedule. Suggestions for assessing the students' academic, behavioral, and social skills are offered. A section on

(cont. next page)

behavior management includes discussion of such topics as class rules, token rewards, and checkmark reward systems. Data procedures are briefly summarized. Criteria for advancement into less restrictive settings are considered, personnel involved in mainstreaming are discussed, and placement/followup procudures are noted. A final chapter describes four levels of management and integration in terms of behavior management, academic management, data, mainstreaming, and criteria for advancement. A large portion of the handbook is composed of appendixes, including sample lesson plan forms, data sheets, and reporting and evaluation forms. (CL)

Descriptors: *Mild Disabilities; *Classroom Environment; *Student Evaluation; *Mainstreaming; *Class Organization; *Behavior Modification; *Student Placement; *Special Classes; Elementary Education; Criteria;

EC152931

Structured Experiences for Integration of Handicapped Children.

Anderson, Karen; Milliren, Al

1983- 392P.

Aspen Systems Corporation, 1600 Research Blvd., Rockville, MD 20850 ($27.50).

EDRS: NOT AVAILABLE

Report No.: ISBN-0-89443-877-8

Document Type: 010; 052;

The text is intended for a resource activities guide for classroom teachers responsible for integration of handicapped children. Focusing on attitudes and classroom arrangements for positive interaction, the book presents an experience education approach. An initial chapter describes activities for teacher workshops concentrating on understanding uniqueness and commonality. Simulation activities designed to increase empathy and knowledge are presented in chapter 2, while chapter 3 provides suggestions for activities to understand high incidence handicapping conditions. The focus of chapter 4 is on low incidence handicaps, such as hearing, visual, and physical impairments. Chapter 5 covers aspects of self esteem, acceptance and encouragement, while the activities in chapter 6 are designed to foster abilities in the understanding of helping. Chapter 7 addresses skills in dealing with parents and other family members. Approaches for individualizing and personalizing the environment are explored in the eights chapter, followed by an exploration of learning centers and their benefits for mainstreamed children. A final chapter emphasizes the need for positive reinforcement of others as well as of self nurturance. An epilogue contains 180 activity idieas for teachers to enhance mainstreaming. (CL)

Descriptors: *Disabilities; *Attitude Change; *Mainstreaming ; *Learning Activities; *Peer Acceptance; Elementary Secondary Education; Simulation; Classroom Environment; Teacher Workshops; Teacher Attitudes; Reinforcement; Peer Relationship ;

EC151084

Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.

Price, Marilyn; Weinberg, Nessa

Albuquerque Special Preschool, NM.

1982- 97+P.

Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.

Note: For a related document, see EC 151 083.

EDRS: NOT AVAILABLE

Document Type: 052;

Geographic Source: U.S.: New Mexico

The manual is intended to help teachers who are integrating handicapped children into preschool programs. It opens with a description of the Albuquerque Special Preschool, a program in which handicapped children were integrated in successively less restrictive environments. The raltionale for integration is presented in terms of research and of parents' responses. A section on preparing for an integrated classroom, assessment, development of an individualized education program, and selection of curriculum. The final section details strategies for use in the integrated classroom, including incorporating play, using self-selection as an approach to foster interaction, conducting snack time and large group activities, scheduling outdoor activities, considering effects of group management/environmental factors, and dealing with differences. (CL)

Descriptors: *Disabilities; *Mainstreaming; *Program Development; *Peer Acceptance; Preschool Education; Teaching Methods; Classroom Techniques; Teacher Role; Curriculum;

Identifiers: Albuquerque Special Preschool;

EC150945

Common Solutions for the Uncommon Child (K-8).

Haag, Kimberly And Others

1982- 119P.

Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville, IL 61832 ($7.50).

EDRS: NOT AVAILABLE

Report No.: ISBN-0-8134-2239-6

Document Type: 052;

Twenty-five general profiles of special children with specific types of academic and behavioral characteristics and 188 strategies for teachers are presented to assist the regular education teacher who has exceptional students in the classroom (kindergarten through grade 8). The rationale of this approach is that although each special child has individual needs, working with these students has revealed that many have similar deficiencies to varying degrees, with some overlap. General profiles are presented because of these universal traits. Each profile has a name, a cartoon face, and a general description, as well as a list of characteristic behavior. The names include the following: Stevie Squirmer,

(cont. next page)

Sarah Silent, and Virginia Visual. A Teacher who observes a particular behavior by a student can locate the behavior on the characteristics list. Next to the behavior are numbers for suggested strategies located in the latter part of the book. These 188 strategies are techniques that have been used and that the regular education teacher can implement without devoting a great deal of time to a particluar student. Only the strategies that are consistent with and complementary to the teacher's style of teaching need to be employed. Thirteen general teacher guidelines are also included. It is suggested that this guide, which may serve as an inservice aid, allows a means for discussing a student by referring to a profile, thus maintaining confidentiality. (SEW)

Descriptors: *Disabilities; *Student Behavior; *Intervention ; *Mainstreaming; *Student Teacher Relationship; *Classroom Techniques; Elementary Education; Student Characteristics;

EC143325

How to Integrate Autistic and Other Severely Handicapped Children into a Classroom.

Koegel, Robert L.

1982- 28P.

Note: For related information, see EC 143326 and EC 143327.

H and H Enterprises, Inc., P.O. Box 1070, 946 Tennessee, Lawrence, KS 66044 ($4.00).

EDRS: NOT AVAILABLE

Report No.: ISBN-0-89079-064-7

Document Type: 052;

The manual provides step-by-step instructions for integrating an autistic or other severely handicapped child into the classroom environment. Sections address the following topics: individualization of instructional materials; selection of stimulus materials based on the student's level of functioning and the need for a permanent record of the student's responses; programing the instructional materials (which involves the steps of identifying an end objective and filling in the steps of a continuum to reach that objective); unsupervised instruction (which involves obtaining long chains of responding and incorporating the program materials); steps for increasing group size; the rationale for integrating the autistic nd other severely handicapped children with normal children; and procedures for integrating autistic and other severely handicapped children into a normal classroom. Each section contains exercises relating to the topic under discussion. (SW)

Descriptors: *Autism; *Severe Disabilities; *Mainstreaming; *Classroom Techniques; Elementary Secondary Education; Individualized Instruction; Media Selection; Program Development; Student Educational Objectives; Teaching Methods;

EC142305

Classroom Management in Elementary Mainstreaming Classrooms.

Borg, Walter R.; Ascione, Frank R.

Journal of Educational Psychology v74 n1 p85-95 Feb 1982;

1982-Feb 11P.

EDRS: NOT AVAILABLE
Document Type: 080; 143;

Elementary teachers (N=17) trained in a classroom management program designed to increase academic learning time in mainstreamed classes were found to be superior to control teachers (who had been trained in a different program) in nine teacher behaviors covering areas of reinforcement, behavior during seatwork, and reduction of noninstructional time. Experimental students (N=176) obtained signficantly more favorable posttreatment means than did control Ss for ontask, mildly deviant, and seriously deviant behavior. (CL)

Descriptors: *Disabilities; *Mainstreaming; *Teacher Behavior; *Time on Task; Elementary Education; Classroom Techniques; Inservice Teacher Education;

EC142165 ED
Visually Impaired Learners: A Handbook.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
1981- 53P.
Document Type: 052;
Geographic Source: U.S.; North Carolina
Government: State

The booklet is intended for regular and special educators involved with visually impaired students in North Carolina local schools. Seven sections are devoted to the following topics (sample subtopics in parentheses): characteristics (low vision training, vision testing); classroom arrangement (seating location, lighting); materials (large print, braille, criteria for use); teaching strategies (tips for notetaking, lecturing, using charts and maps, math tips, reading suggestions, science tips, writing tips, use of typing, listening suggestions); special training (daily living skills, orientation and mobility, vocational training); additional instructional areas (suggestions for teaching physical education, industrial technology, home economics); and guidance and counseling. (CL)

Descriptors: *Visual Impairments; *Mainstreaming; *Teaching Methods; Elementary Secondary Education; Student Characteristics; Instructional Materials; Visually Handicapped Mobility; Mathematics; Reading Instruction; Science Instruction; Classroom Environment; Class Organization; School Counseling; Handwriting Skills; Guidance;
Identifiers: North Carolina;

EC141614
Preparing Secondary Students for the Mainstream.
Salend, Spencer J.; Vigliant1, Donna
Teaching Exceptional Children v14 n4 p137-40 Feb 1982; 1982-Feb 4P.
EDRS: NOT AVAILABLE
Document Type: 080; 052;

An observation framework is presented to help teachers

(cont. next page)

prepare the learning environment for mainstreamed handicapped secondary students. The checklist addresses aspects of instructional materials and support personnel, subject matter presentation, learner response variables, student evaluation, classroom management, social interactions, and physical design. (CL)
Descriptors: *Disabilities; *Mainstreaming; *Classroom Observation Techniques; Secondary Education; Classroom Environment;

EC140830
Programming Generalization When Mainstreaming Exceptional Children.
Thorpe, Harold W. And Others
Journal of Special Education Technology v4 n1 p15-23 Win 1981; 1981-Win 9P.
UMI
EDRS: NOT AVAILABLE
Document Type: 080; 052;
The authors contend that teaching strategies having the most relevance for mainstreaming can be derived from research on generalization of behaviors. Eight categories of generalization techniques for mainstreaming exceptional children are presented, including emphasizing similar components and teaching self management and independent study skills. Practical procedures for use in facilitating mainstreaming are listed. (Author)
Descriptors: *Disabilities; *Mainstreaming; *Generalization Elementary Secondary Education; Classroom Techniques;

EC140237
Handicapped Preschool Children in the Mainstream: Background, Outcomes, and Clinical Suggestions.
Cooke, Thomas P. And Others
Topics in Early Childhood Special Education Mainstreaming--A Challenge for the 1980s v1 n1 p73-83 Apr 198; 1981-Apr 11P.
EDRS: NOT AVAILABLE
Document Type: 080; 070; 052;
Research is reviewed on instructional procedures for facilitating integration of preschool handicapped children through adult and peer imitation as well as through intentional intervention to increase appropriate language and social play. The author cites the scarcity of research on overall program outcomes on integrated settings and describes a 3 year evaluation study in Northern California which suggested a trend toward preference of the integrated setting for the handicapped child. Clinical suggestions offered include emphasizing structured practices that bring handicapped and nonhandicapped students together for high rates of appropriate social interaction. (CL)
Descriptors: *Disabilities; *Mainstreaming; *Program Effectiveness; *Classroom Techniques; Preschool Education; Imitation; Peer Acceptance; Intervention;

EC140234

Pinpointing Teacher Goals to Assist in a Successful Preschool Classroom.

Ashton-Lilo, L. Jennifer

Topics in Early Childhood Special Education Mainstreaming--A Challenge for the 1980s v1 n1 p37-44 Apr 198; 1981-Apr 8P.

EDRS: NOT AVAILABLE

Document Type: 080; 052;

Questions to help administrators, parents, and teachers of preschool mainstreamed handicapped students develop goals for their own change are presented. Eight categories are addressed: the physical environment; snacks, lunch, naps, toileting; transitions; scheduling and planning; individualization; developmentally appropriate activities recordkeeping; and teacher input. (CL)

Descriptors: *Disabilities; *Mainstreaming; *Classroom Environment; Preschool Education; Teacher Role; Teacher Behavior;

EC133003

Mainstreaming: An Instructional Perspective.

Meyen, Edward L.; Lehr, Donna H.

Educational Horizons v59 n3 p113-18 Spr 1981; 1981-Spr 6P.

EDRS: NOT AVAILABLE

Document Type: 080; 052;

The authors redirect attention to the instructional needs of the handicapped student in the mainstream setting. Three characteristics of mildly handicapped learners are reviewed--task oriented behavior, attentional problems, and interpersonal relationships. Environmental events or situations which can be varied to meet the needs of particular learners are grouped into three clusters: those relating to instruction as a process, those relating to the overt and covert responses of the learner, and those which occur after responses by the learner. It is concluded that if mainstreaming is to be more than social integration, attention must be shifted to the conditions required for effective instruction. (SB)

Descriptors: *Disabilities; *Mainstreaming; *Student Needs; *Classroom Environment; Elementary Secondary Education;

EC132958

Mainstreaming the Learning Disabled Adolescent: A Manual of Strategies and Materials.

Woodward, Dolores M.

1981- 249P.

Aspen Systems Corp., 1600 Research Blvd., Rockville, MD 20850 ($23.95).

EDRS: NOT AVAILABLE

Report No.: ISBN-0-89443-299-0

Document Type: 010; 052;

The text is designed to help regular class teachers deal

(cont. next page)

with mainstreamed learning disabled (LD) students. Topics addressed in individual chapters are (sample subtopics in parentheses): creating a climate for learning in the mainstream (characteristics of LD students, learning styles); teaching the adolescent how to learn (teacher made tests, test selection); intervention strategies for common educational problems (limited concentration to task, excessive moodiness, negative school attitude, poor comprehension, poor spelling, slow reading); teaching content areas (task analysis, determining readability, social studies, mathematics); career and vocational programs (career education models); affective education (creating a climate for learning, introducing peers to the mainstreamed student); programing for the LD student (individualized education program, personnel development); and how to buy educational materials for the mainstream class (readability analysis, media selection). (CL)

Descriptors: *Learning Disabilities; *Adolescents; *Mainstreaming; *Classroom Techniques; *Intervention; Classroom Environment; Student Characteristics; Cognitive Style; Teaching Methods;

EC132670

Mainstreaming with Reference to Learning Styles.

Jones, Sheila

Learner in the Process v2 n2 p52-57 Nov 1980; 1980-Nov 6P.

EDRS: NOT AVAILABLE

Document Type: 080; 055; 160;

Four factors to consider in enhancing the integration of handicapped children by ascertaining the child's learning style are: cognitive style, sensory modalities, behavioral response to classroom environments, and behavioral response to teaching style (teacher centered or student centered). A checklist to survey the student's learning style is provided. (CL)

Descriptors: *Disabilities; *Cognitive Style; *Mainstreaming ; *Learning Modalities; Teaching Styles; Classroom Environment ;

EC132106

Social Status Improvement of Unpopular Handicapped and Nonhandicapped Pupils: A Review.

Leyser, Yona; Gottlieb, Jay

Elementary School Journal v81 n4 p228-36 Mar 1981; 1981-Mar 9P.

EDRS: NOT AVAILABLE

Document Type: 080; 070;

The literature is reviewed on strategies for improving a handicapped learner's social interactions with nonhandicapped classmates. It is reported that without specifically designed interventions, cognitively and behaviorally handicapped children tend to be socially rejected when they are mainstreamed. The following approaches are reviewed: sociometric grouping, providing a classroom goal structure of cooperation rather than competition, encouragement of the handicapped student's active participation and involvement in

classroom activities, positive reinforcement of social interaction and/or of the socially rejected student in front of his peers, direct coaching of social behavior skills, and peer tutoring. (DB)
Descriptors: *Disabilities; *Mainstreaming; *Peer Acceptance ; *Social Status; *Teaching Methods; Elementary Secondary Education; Sociometric Techniques; Peer Teaching; Positive Reinforcement; Classroom Environment; Cooperation; Interpersonal Competence;

EC131423
The Impact of Handicapped Students on Other Students in the Classroom.
Barclay, James R.; Kehle, Thomas J.
Journal of Research and Development in Education v12 n4 p80-92 Sum 1979; 1979-Sum 13P.
EDRS: NOT AVAILABLE
Document Type: 080; 143;
The article summarizes three studies of the effectiveness of the psychological support system and social-affective development for 150 educable mentally retarded (EMR) and 87 learning disabled (LD) children. Ss were assessed on the Barclay Classroom Climate Inventory and placed in mainstreamed or alternate educational settings. Among four conclusions were that mainstreaming of EMR children without a careful assessment of their social support system and ability to relate to others can result in generally adverse social-affective consequences, and that EMR females have a particularly difficult adjustment in mainstreamed settings. (CL)
Descriptors: *Mild Mental Retardation; *Learning Disabilities; *Peer Relationship; *Interpersonal Competence; *Classroom Environment; *Mainstreaming; Elementary Secondary Education; Exceptional Child Research;

EC130960
Toward Integration in the Mainstream.
Hoben, Mollie
Exceptional Children v47 n2 p100-05 Oct 1980; 1980-Oct 6P.
EDRS: NOT AVAILABLE
Document Type: 141; 070;
Under a research and development project entitled Reducing Isolation in the Mainstream, classroom teachers who had hearing impaired or vision impaired students in their classes were recruited to join special educators in investigating how to promote integration of handicapped students. Data was gathered on nonacademic factors such as student interaction, classroom climate, and handicaped students' self concept through structured observation, structured interviews, and teacher report. It was found that interaction patterns could be changed by restructuring the physical classroom environment and by utilizing the cooperative learning approach. (SBH)
Descriptors: *Disabilities; Visual Impairments; Hearing

(cont. next page)

Impairments; Elementary Secondary Education; *Mainstreaming; *Peer Relationship; *Peer Acceptance; *Interaction; Classroom Design; Teaching Methods; Success; Cooperation;

EC130959
Integrating Handicapped Students into the Mainstream.
Johnson, David W.; Johnson, Roger T.
Exceptional Children v47 n2 p90-98 Oct 1980; 1980-Oct 9P.
EDRS: NOT AVAILABLE
Document Type: 080; 070; 052;

The article establishes the importance of constructive interaction between handicapped and nonhandicapped students as the primary objective of mainstreaming, discusses a theoretical model and supporting validating evidence concerning how handicapped students may be successfully integrated into constructive peer relationships with nonhandicapped peers within the regular classroom, and outlines a set of practical strategies for teachers directly based on the theoretical model and supporting evidence. Listed among the benefits of positive peer relationships are the teaching of social competencies necessary to reduce social isolation and providing the context in which children master aggressive impulses. Findings of six studies that directly compared cooperatively structured learning with competitive and individualized instruction involving mainstreamed handicapped students are cited. Procedures for structuring cooperative learning activities are noted to include arranging the classroom so that group members are close together and facing each other, and so that the teacher as well as members of other groups have clear access to all the groups. (SBH)

Descriptors: *Disabilities; Elementary Secondary Education; *Peer Relationship; *Peer Acceptance; *Teacher Role; *Mainstreaming; Exceptional Child Research; Classroom Environment; Interaction;

EC130744
A Resource Guide for Mainstreaming.
Haglund, Elaine; Stevens, Vera Lee
1980- 179P.
Charles C Thomas, 301-327 E. Lawrence Ave., Springfield, IL 62717 ($13.50)
EDRS: NOT AVAILABLE
Document Type: 052;

The authors focus on specific strategies, concrete examples, and the application of research findings in integrating exceptional children into the regular classroom. Emphasis is placed on fosterng learning strengths rather than dwelling on learning weaknesses. The book translates the diagnostic/prescriptive teaching approach into a workable plan that can be used in all educational settings. Chapters address the following questions: what is the state of the art in special education; what personal and professional qualities are needed in working with mainstreamed students; what adaptations of the teaching/learning process are needed in mainstreamed classrooms; and what resources can be utilized by the regular classroom teacher in planning effective programs for mainstreamed students. In addressing these questions, the authors provide a history of special education, a chart of developmental processes, a learning center guide, an overview of an inservice training program, adaptations of methods and materials, and information necessary for implementing P.L. 94-142 (the Education for All Handicapped Children Act). Appendixes include checklists for teacher referrals, a review of commonly used testing instruments, informational resources, a glossary of behavior modification terms, terms and definitions relating to educational psychology, and a list of sources for perceptual motor development. (SBH)

Descriptors: •Disabilities; Elementary Secondary Education; •Mainstreaming; •Diagnostic Teaching; State of the Art Reviews ; Teacher Qualifications; Teaching Methods; Learning Centers (Classroom); Federal Legislation; Resource Materials; Evaluation Methods; Glossaries;

EC124116

Teaching the Mildly Handicapped in the Regular Classroom. Second Edition.

Affleck, James Q. And Others

1980- 180P.

Available from Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216 ($6.95 paperback)

EDRS: NOT AVAILABLE

Document Type: 055;

The text emphasizes practical aspects of mainstreaming mildly handicapped students. An initial chapter examines implications of labeling exceptional children and reviews the most common handicapping conditions (mild mental retardation, learning and language disabilities, and emotional disturbances). The concepts involved in the principle of least restrictive environment are explored. The effect of P.L. 94-142 (the Education for All Handicapped Children Act) is discussed in terms of a model of systematic instruction. Chapter 4 analyzes procedures for classroom management, including developing individual behavior programs. The succeeding five chapters focus on components of a systematic instructional model: initial assessment, determination of goals and objectives, selection of instructional activities, monitoring of the instructional program, and implementation. Appended is a case study of a 6 year old mildly handicapped student. (CL)

Descriptors: •Mild Disabilities; Mild Mental Retardation; Learning Disabilities; Emotional Disturbances; Elementary Secondary Education; •Mainstreaming; Labeling (of Persons); Federal Legislation; •Teaching Methods; •Classroom Techniques •Behavior Change; Student Evaluation; Program Development; Program Evaluation;

Identifiers: •Education For All Handicapped Children Act;